

Newark - Board of Education

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DEPARTMENT OF EDUCATIONAL SERVICES

1991 - 1992

ANNUAL REPORT

EDUCATIONAL OFFICES ADMINISTERED

- ART
- BILINGUAL
- COMPUTER EDUCATION & TECHNOLOGY
- CURRICULUM
- EDUCATIONAL MEDIA
- EMPLOYMENT & TECHNOLOGY
- MATHEMATICS
- MUSIC
- READING
- SPECIAL PROJECTS
- STAFF DEVELOPMENT

Newark Board of Education

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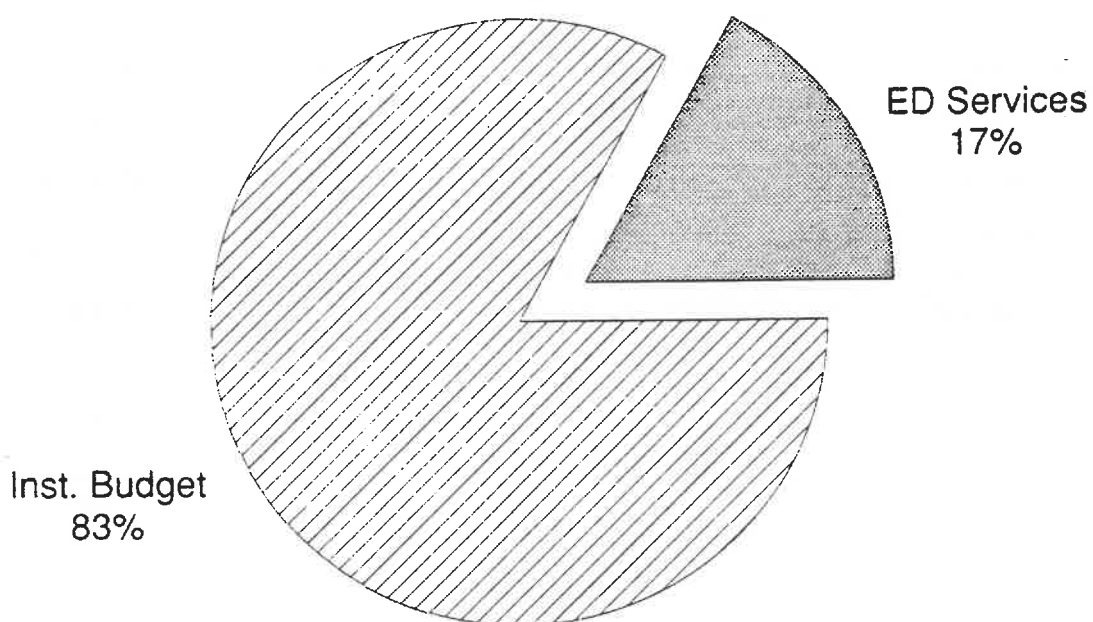
Introduction

The Division of Educational Services is the coordinating mechanism for eleven support functions to the educational operations of the Newark Board of Education. Consisting of an Assistant Executive Superintendent and two secretarial positions, this division manages in excess of one thousand employees and a total budget of over forty-five (45) million dollars.

To facilitate both public and organizational understanding of the division, this annual report and evaluation was developed. It includes a detailed analysis of each office within the division and includes major accomplishments.

EDUCATIONAL SERVICES

Educational Services Budget



Educational services in relation to the
total budget for all Instructional
Services

Educational Services

Budget for Each Office

	<u>Percent of Total Budget</u>	<u>Salaries</u>	<u>Other Expenses</u>	<u>Total</u>
Staff Development	2	797,326.	310,626.	1,107,952.
Employment and Technology	4	2,008,236.	9,420.	2,017,656.
Art Education	2	849,907.	9,095.	859,002.
Bilingual Education	3	1,034,667.	223,364.	1,258,031.
Computer Education and Technology	1	382,851.	89,374.	472,225.
Curriculum	2	707,141.	94,629.	801,770.
Educational Media	5	1,947,102.	408,727.	2,355,829.
Music	6	2,618,002.	73,403.	2,691,405.
Special Projects	74			33,650,078.
Educational Services	1	344,520.	87,500.	432,020.
			Total	45,645,968.

OFFICE OF ART EDUCATION

ART EDUCATION
Statistical Profile
1991-92

ART teachers FULL TIME Elementary	<u>41</u>
ART teachers FULL TIME Secondary	<u>29-2/5</u>
ART teachers ITINERANT	<u>11-3/5</u>
ART teacher (WORKSHOP/STATE STREET)	<u>1</u>
TOTAL BUDGET - OFFICE of ART EDUCATION	<u>83</u>

- Mission Statement
- Overview of Office of Art Education
- From Quarterly Report: Accomplishments
- Art Office "Table of Organization"

OFFICE of ART EDUCATION
1991-92
MISSION STATEMENT

THE OFFICE OF ART EDUCATION IS COMMITTED TO
PROVIDING LEADERSHIP AND DIRECTION IN THE FIELD
OF ART EDUCATION BASED ON THE CONVICTION THAT
DEVELOPMENT OF THE AESTHETIC AND CREATIVE POTENTIAL
IN THE VISUAL ARTS - ALONG WITH INCORPORATION OF
INSTRUCTION IN COMMUNICATION AND COMPUTATION SKILLS
THROUGH CORRELATION WITH OTHER DISCIPLINES, AS WELL
AS INFUSION OF MULTICULTURAL/MULTIETHNIC IN THE
ART PROGRAM - REQUIRES THAT ART EDUCATION BE INCLUDED
AS AN INTEGRAL PART OF EVERY CHILD'S FORMAL EDUCATION.

OFFICE of ART EDUCATION G O A L S

GOAL I - BASIC SKILLS

- To reinforce and support instruction in cognitive, communication and computation skills addressed in art.
- To correlate art with other academic disciplines that involve attention to basic skills.
- To encourage use of appropriate art terminology and correct pronunciation/spelling in oral and written expression, and accurate measuring, as needed, along with recognition of basic shapes and spatial relationships in the development of art forms.

GOAL II - BASIC ART SKILLS *

- To develop and increase aesthetic awareness of visual and tactile qualities in works of art, nature, events, and objects within the total environment.
- To develop and expand visual arts knowledge and skills so that expressive imaginative ideas can be translated effectively in the creative art work through drawing and painting techniques.
- To acquire knowledge of historical and cultural developments through study of a variety of art works and accomplishments of prehistoric, historic, and contemporary cultures.
- To employ analysis, interpretation, and judgment about visual relationships based on learned aesthetic values to improve self-art production.

* (As recommended by the National Art Education Association)

OFFICE of ART EDUCATION
1991-92
OVERVIEW of OFFICE of ART EDUCATION

The Director along with the Assistant Director are responsible for rendering support and leadership in the observation, evaluation, preparation of professional improvement plans, monitoring, maintaining, and improvement of art education in the Newark Public Schools - secondary, elementary, middle, and special education.

The Art Education program - as an essential component of general education - is committed to the aesthetic development of Newark youth through study about art and creative achievements in art, and infusion of multiethnic/multicultural contributions.

Art study frequently draws on the other disciplines for subject matter and needed knowledge and skills. Specific attention is given to reinforcement of communication and computation skills as they are employed in both the informational and creative aspects of art appreciation and production. These concerns are regularly addressed both during supervision of art teachers at the school site and in departmental workshops. Curriculum guides for elementary and secondary art education are followed to meet grade and course requirements.

This Office, in accordance with its area of expertise, gives assistance to school administrators with respect to recommendations made for program development, teaching performance, and art room facilities. Recommendations are also made to the Executive Superintendent through the appropriate executive officer(s) with respect to curriculum modification; assignment of art teachers and office staffing; purchase, use and transfer of equipment and supplies; design and furnishing of art rooms, and participation in citywide contests and exhibitions.

The ARTS WORKSHOP provides services related to Art Office activities, to other central office departments, to schools, and to art and classroom teachers. These services include preparation of student entries in citywide poster contests and exhibitions, and their display; dissemination of print and sculpture

(OVERVIEW continued)

loan collections to schools; preparation of signs, charts, and cover designs requested by other departments; firing of ceramic ware for schools having no kilns, or inoperable ones; testing of new art materials; preparation of teacher aids; and conduct of art workshops for teachers. All Board of Education personnel are welcome to avail themselves of Arts Workshop services and resource materials. Hours are 8:30 a.m. to 4:30 p.m. daily.

OFFICE of ART EDUCATION

ACCOMPLISHMENTS : 1991 - 92

I. ACCOMPLISHMENTS (JULY/AUGUST/SEPTEMBER, 1991):

1. Prepared the 1991-92 school year ART TEACHER ORGANIZATION LIST for elementary, middle, special education, and secondary schools.

- Chaired board-conducted ORALS of certified candidates in Art Education.
- Procured needed information regarding needed changes in art teacher service to schools, and in individual art teacher assignments.
- Prepared P.R.F.'s to fill vacancies, and submitted same for itinerant and full-time art teachers - approved by Assistant Executive Superintendent of Educational Services.

2. Prepared for school opening and first month of 1991-92 school year.

A. Informational material distributed to principals and art teachers.

- Memoranda on school assignments mailed to art teachers at their homes, and to principals at their schools.
- Listing of "known" upcoming art events for the school year mailed to principals and art teachers.
- Listing of Art Office services available to schools mailed to principals and art teachers.
- Distributed forms to art teachers for needed Art Office updated information files.

B. Established schedule of school visitations according to newly-assigned art teachers, untenured art teachers, and those assigned to schools "new" to them - serviced first.

C. Outlined Evaluation Procedures distributed to itinerant art teachers prior to October 1.

D. Distributed information on A.I.P. policy to itinerant art teachers.

E. Coordinated "FACE PAINTING" activity for NEWARK FESTIVAL of PEOPLE, held on Saturday, September 28, employing Newark Art Teachers who VOLUNTEERED their artistic services for this Sixth Annual Event.

3. Reviewed and monitored activities of art teachers employed to develop/write "NEW" ART CURRICULUM GUIDES for elementary and secondary art education programs.

4. Coordinated - in celebration of the 325th ANNIVERSARY of the CITY of NEWARK - a display of SIX MURALS created by students to highlight Newark "Yesterday and Today" for the ROTUNDA of CITY HALL. The participating schools were: George Washington Carver, Miller Street, Newton Street, Ridge Street, and Thirteenth Avenue. The Honorable Mayor Sharpe James announced two student muralists from Newton Street School as "students of the month" and awarded them \$250 each.
5. "MAGIC IN YOUR HANDS" - Identified and co-chaired the ORIENTATION of 20 elementary art teachers for participation in the 1991-92 \$25,000 Grant underwritten by The Prudential Foundation focusing on creating sculpture by 400 sixth, seventh, and eighth grade creative/talented students; The Newark Museum, September 26, 1991. (Co-sponsors: The Newark Museum and Office of Art Education/Newark Board of Education.)

II. ACCOMPLISHMENTS (OCTOBER/NOVEMBER/DECEMBER, 1991):

1. Communicated with major corporations, businesses, community, and state/city governmental agencies scheduled to sponsor art contests and student art exhibitions for the 1991-92 school year.
 - Refined dates for ART EXHIBITIONS and ART AWARD PROGRAMS, and THEMES of scheduled art contests.
2. Implemented scheduled ART EXHIBITION for ART TEACHERS, continued editing of ART CURRICULUM GUIDES, conducted a STAFF DEVELOPMENT INSERVICE WORKSHOP for elementary, middle, and special education art teachers, and monitored the "MAGIC IN YOUR HANDS" program.
 - The Newark Museum highlighted twenty-six Newark Art Teachers in an Art Exhibition: October 19 - December 1. "OPENING RECEPTION" held on October 24, 5:30-7:30 p.m.
 - INSERVICE MEETING held for elementary, middle, and special education art teachers: Thursday, October 17, 1:30-2:45 p.m.
 - Continued editing of ART CURRICULUM GUIDES for elementary, middle, and secondary schools with art teachers. Art teachers convened at the Art Office on October 22.
 - Monitored "MAGIC IN YOUR HANDS," The Prudential Foundation \$25,000 Grant awarded the Office of Art Education - in cooperation with The Newark Museum - for 20 elementary/middle/special education art teachers and 400 Gifted/Talented art students (20 to be identified by each participating art teacher).
3. Coordinated and served as moderator of Seminar on INFUSION of MULTICULTURAL/MULTIETHNIC INSTRUCTION in the ART PROGRAM, conducted by eight Newark Art Teachers - ART EDUCATORS OF NEW JERSEY CONFERENCE, October 10, 1991, Hyatt Regency Hotel/New Brunswick.

4. Coordinated an Art Exhibition created by sixty-five talented students in the Newark Public School System for PANASONIC COMPANY (1 Panasonic Way, Secaucus), October 21-31, 1991.
5. Completed contests designated for selected schools and/or selected grade levels citywide:

"ENERGY" POSTER CONTEST (Grades 3-6; FIVE Schools)

- Judging: October 29 (Art Office).
- Awards Luncheon: November 20 (P.S.E.&G.).
(Sponsor: Public Service Electric & Gas Company)

**"HUNGER THROUGH THE EYES OF CHILDREN" POSTER CONTEST
(Grades 4, 5, and 6)**

- Judging: October 25 (Art Office).
- Awards/Reception: Sunday, November 3 (Newark Museum).
(Sponsor: M.E.N.D. - Meeting Emergency Needs with Dignity Interfaith Food Pantry Network)

"NEWARK DAY" POSTER CONTEST (Grades 1-12)

- Judging: October 30 (Art Office).
- Awards/Luncheon: December 4 (Rotunda and Newark City Council Chambers, CITY HALL, Newark).
(Sponsors: Mayor Sharpe James, Newark City Council, and Samuel Klein & Company)

III. ACCOMPLISHMENTS (JANUARY/FEBRUARY/MARCH, 1992):

1. Coordinated citywide poster contests and art exhibition for secondary art students - sponsored by business, community, and governmental agencies.
 - Arranged for judging of "BROTHERHOOD WEEK POSTER CONTEST" with Awards Program at New Jersey Bell (Vail Hall), February 19.
 - NEWARK TEEN ARTS FESTIVAL, The Newark Museum: Teen Arts Exhibition - March 7-27; Opening Program/Reception: March 7, 2:00 p.m.
 - Disseminated memorandum to art teachers regarding participation in "TEEN HEALTH EDUCATION" Poster Contest, "RECYCLING" Poster Contest, "FIRE PREVENTION" Poster Contest, and "CITYWIDE EXHIBITION of CHILDREN'S ART WORK" (St. John's Church).
2. Conducted STAFF DEVELOPMENT INSERVICE WORKSHOP for Art Teachers at the Office of Art Education:
 - February 20 -- SECONDARY school Art teachers
3. Supervised the Elementary and Secondary "Art Curriculum Guide Committee" meetings - Art Office, January 21, 22, & 23.
4. Coordinated "hands-on" workshop for twenty art teachers servicing elementary and middle schools on "how to use the PRINT GOCCO sets." (The Print Gocco sets were donated by the RISO Education Foundation through the Garden State Business Machines Company.) Mr. Kennis Fairfax, art

teacher, volunteered to conduct two workshops - January 14 (3:15-4:30 p.m.) and January 16 (1:30-4:00 p.m.).

IV. ACCOMPLISHMENTS (APRIL/MAY/JUNE, 1992):

1. Provided motivation and stimulus to student art production through notices to art teachers of participation in upcoming citywide "announced" contests and exhibitions.

The following established contests and exhibitions were completed:

"RECYCLING" POSTER CONTEST (Grades 4-12)

- Judging: April 29 (Art Office).
- Awards Luncheon: May 20 (Don Pepe's Restaurant).
(Sponsor: Recycling Division of Newark)

"NATIONAL POLICE WEEK" POSTER CONTEST (Grades 4-12)

- Judging: April 14 (Art Office).
- Awards Luncheon: May 22 (P.S.E.&G.).
(Sponsor: Newark Police Department)

NEWARK YOUTH ART EXHIBITION (Grades 9-12)

- Judging: May 7 (Prudential).
- Ribbon Cutting/Mayor's Proclamation Ceremony: Prudential Plaza, May 11.
- Awards Ceremony and Dinner: Prudential, May 28.
(Sponsors: Community and Prudential)

CITYWIDE CHILDREN'S ART EXHIBITION (Kindergarten - Grade 8)

- Judging: April 6.
- Awards Program/Opening Art Exhibition: Sunday, May 17, St. John's Church.
(Sponsors: St. John's Church/Newark Commuters Project)

"FIRE PREVENTION" POSTER CONTEST (Kindergarten - Grade 12)

- Judging: June 2.
(Note: Awards Ceremony held during Fire Prevention Week, OCTOBER, 1992.)

"TEEN HEALTH EDUCATION" POSTER CONTEST (Grades 7, 8, and 9)

- Judging: April 9 (Art Office).
- Awards Luncheon: May 27 (New Jersey Institute of Technology)
(Sponsor: The Planned Parenthood-Essex County Teen Health Education & Leadership Program)

2. Conducted an Inservice Meeting to include art teachers (51 in attendance) servicing secondary, middle, elementary, and special education schools - Thursday, May 21, 1992, and the scheduled Inservice Meeting for elementary, middle, and special education schools - Thursday, April 16, 1992.

3. **"MAGIC IN YOUR HANDS"** concluding activities to highlight the creative and talented sixth, seventh, and eighth grade students from twenty Newark schools.
 - **"MAGIC IN YOUR HANDS" EXHIBITION** in the Mutual Benefit Life Community Gallery/The Newark Museum: May 20 - June 28.
 - **RECEPTION/ONE-DAY DISPLAY** of 400 sculpture art works by 20 students of each of the 20 participating art teachers: The Newark Museum (Program Hall), May 30, 12:00-4:00 p.m.
4. Submitted student art work for participation in the **TENTH CONGRESSIONAL DISTRICT'S "CONGRESSIONAL ART COMPETITION"** - sponsored by Congressman Donald M. Payne. **KELLY MONTAGUE**, ninth-grade student/Weequahic High School, was the **1992 OVERALL WINNER**. Congressman Payne hosted the Awards Reception at N.J.I.T. on June 1 where Kelly was recognized as the 1992 recipient. An **HONORABLE MENTION** was awarded to **ALATEEQ GRIFFIN** of Malcolm X Shabazz High School.

ORGANIZATION

The Office of Art Education is comprised of a staff of FIVE:

FRANOTIE A. WASHINGTON	- Director of Art Education
PAUL L. JOHNSON, SR.	- Assistant Director of Art Education
JOHN RZESZUTEK	- Art Teacher assigned to Office's ARTS WORKSHOP
JEAN D'AGOSTINO	- Principal Clerk Typist
SAMUEL J. ROBERTS	- Head Custodian

In addition, TWELVE (12) ITINERANT art teachers, servicing twenty-six (26) elementary and special education schools, are presently charged to the Office of Art Education's budgeted account.

OFFICE OF BILINGUAL EDUCATION

BILINGUAL EDUCATION PROGRAM

Statistical Profile

Total Number of Bilingual Teachers
Total Number of ESL Teachers
Total Number of Students
Listing of Language Categories

226
129
5,131
15,091

Albanian	3
Akan	<u>4</u>
Amharie	<u>1</u>
Arabic	<u>8</u>
Bengali	<u>17</u>
Cantonese	<u>37</u>
Ewe	<u>2</u>
Fanti	<u>1</u>
French	<u>4</u>
Ga	<u>2</u>
Gujarati	<u>32</u>
Hindi	<u>4</u>
Haitian Creole	<u>380</u>
Hungarian	<u>1</u>
Italian	<u>45</u>
Korean	<u>2</u>
Lao	<u>6</u>
Mandarin	<u>2</u>
Persian	<u>6</u>
Polish	<u>75</u>
Portuguese	<u>3,904</u>
Pashto	<u>47</u>
Russian	<u>2</u>
Spanish	<u>10,386</u>
Tagalog	<u>14</u>
Tamil	<u>5</u>
Thai	<u>2</u>
Tighinya	<u>3</u>
Turkish	<u>3</u>
Twi	<u>3</u>
Urdu	<u>38</u>
Vietnamese	<u>48</u>
Yoruba	<u>4</u>

Mission Statement

The Office of Bilingual Education will comply with state regulations in order to provide elementary and secondary bilingual programs for limited English speaking students as mandated by the New Jersey Administrative Code.

The ultimate goal of the bilingual/ESL program is to ensure that all LEP students attain academic as well as linguistic competency enabling them to successfully perform in an all English instructional setting.

Overview of Office - Highlight Programs

The Newark School District's Office of Bilingual Education has been providing bilingual education services to the limited English proficient students for the last twenty one (21) years. It is a program in which the native language of the students and English are used to provide instruction in the various subject areas. The bilingual program is the students' basic developmental program. Skills are developed first in the native language of the student and then transferred to English.

The bilingual instructional setting is the most appropriate setting for providing instruction in the elementary school. The bilingual self-contained classroom is organized whenever there is a sufficient number of students at a given grade level or cluster of grades who are limited English proficient and from the same language background. The bilingual self-contained classroom has a bilingual teacher in charge of planning and providing the entire curriculum.

In schools with small numbers of limited English proficient students at the elementary level, students are enrolled in a general program and are provided their daily developmental reading and math instruction by the bilingual teacher who works with the children in a pull-out setting.

Children also receive ESL instruction as part of the bilingual program curriculum. This instruction may be provided by a certified ESL teacher or the bilingual teacher, if the bilingual teacher is certified to instruct in this area.

English as a second language (ESL) instruction is always part of the bilingual program curriculum. ESL has as its goal the development of English language skills in the areas of listening, comprehension, speaking, reading and writing.

Small groups of students are drawn from English-only and bilingual classrooms and provided ESL instruction in other areas of the building approved for instructional activities. Instruction is provided by a certified ESL teacher, who communicates regularly with the classroom teachers. The ESL teacher works with several small groups of students each day. The pull-out structure allows the teacher flexibility in planning instructional activities.

Bilingual education services are provided in target languages, Spanish, Portuguese, French/Creole, Polish, Vietnamese, and Gujarati. Thirty-four other languages have also been identified.

The Bilingual Education Program has adopted the following reading basal series for district-wide implementation: the Macmillan/Mc Graw-Hill CUENTAMUNDOS reading series as the Spanish basal series and Addison Wesley English Series published by Addison Wesley as the English as Second Language series of instruction. In addition, Scott Foresman's IN CONTACT, English as a Second language Series was adopted for the Teaching of ESL from the 6th to the 8th grades. Portuguese teaching materials have been adopted city-wide.

A Magnet Center to provide French/Creole bilingual education services at the high school level for the Haitian population was established at Central High School as of the 1987-1988 school year.

On a yearly basis, the Immigrant Summer High School Program is carried out at a high school summer site where newly arrived LEP students at the high school level receive supplemental ESL instruction, reading in English and remediation in mathematics.

A Bilingual Career Day was held in the spring at Kean College. More than 200 bilingual middle school students attended a full day workshop provided at Kean College. Bilingual faculty and staff at Kean College provided career workshops for the youngsters in order to encourage them to pursue higher education.

The Thirteenth Annual Spelling Bee was held at the Newark Museum. Bilingual Students from grades 4th to 8th successfully spelled words in Spanish, Portuguese, and French/Creole.

A group of eighteen bilingual high school students in the 10th and 11th grades representing the Hispanic, Portuguese and Haitian student population from Barringer High, East Side High and Central High respectively participated in the Washington, D.C. component of the CLOSE UP for New American program during the week of May 17 to May 23, 1992.

Special summer projects were initiated at the Central Office for the purpose of developing enrichment materials in Portuguese, ESL management system and preparation of the BILI reporting system needed for the fall.

Eight mathematics and seven science bilingual teachers will participate in an intensive math and science summer training development program at Kean College via Project RIMS (Reform Initiations in Mathematics and Science) under the Dwight D. Eisenhower Act, from August 24 to August 27, 1992.

The provision of multi-cultural education, concurrent with or independent of language instruction, is inherent in all programs of the district. Learning activities in various subject matter fields help pupils develop a positive self-image through a greater understanding of their cultures and the cultures of other participating students.

Accomplishments - From Quarterly Reports

Completed organization of the Bilingual Education Program for 1991-92 school year.

Bilingual Program Plan was approved by the County Office and the State Department of Education, Bureau of Bilingual Education.

Completed implementation of Bilingual Program as approved by the County Superintendent's Office and the State Education Department, Bureau of Bilingual Education.

Adopted Macmillan/Mc Graw-Hill CUENTAMUNDOS Spanish basal reading series in the elementary level.

Adopted Scott Foresman's IN CONTACT English as a Second Language Program for grades 6th to 8th, at the elementary level.

Completed SRA process at the secondary level.

Completed monitoring the implementation and administration of the bilingual testing program in the elementary and secondary schools housing bilingual programs.

Successful implementation of Bilingual Immigrant Summer Program for newly arrived high schools limited English Proficient students at Barringer High School, Summer 1991.

Number of bilingual high school students who passed the NTE increased.

Completed end of the school year Needs Assessment and reported findings to the County Superintendent's Office and to the State Bureau Bilingual Education in Trenton.

Complete implementation of the multiple criteria mainstreaming process.

Organized City-Wide Bilingual Parents Council.

Organization

Administration

- 1 Director
- 3 Assistant Directors
- 2 Supervisors

Clerical

- 1 Bilingual Secretarial Assistant
- 1 Senior Clerk Steno
- 1 Clerk Typist

Instructional Staff

- 3 Needs Assessment Coordinators
- 6 Bilingual Resource Specialists

Office of Bilingual Education Staff

Director

Iris A. Martinez-Arroyo

Assistant Directors

Olga Lopez
Daniel De Filippo
Diamond Navarro

Supervisors

Daniel Dantas
Gloria Ramos

Bilingual Secretarial Assistant

Nereida Aponte

Senior Clerk Steno

Iden Lopez

Clerk Typist

Nereida Escobar

Needs Assessment Coordinators

Carmen Roman
Aurora Vieira

Bilingual Resource Specialists

Noel Alayon
Frantze Alerte
Dimas Lopez
Ana Ramos
Alfredo Rendeiro

OFFICE OF COMPUTER EDUCATION
AND
TECHNOLOGY

COMPUTER EDUCATION

STATISTICAL PROFILE

Number of Computer teachers	<u>52</u>
Number of School Elementary w/Comp. Prog.	<u>52</u>
Number of Secondary Schools w/Comp. Prog.	<u>10</u>
Schools without labs	<u>5</u>
Total Budget	<u> </u>

Mission Statement

Overview of Office - Highlight programs

From Quarterly Report - Accomplishments

Table of Organization

OFFICE OF COMPUTER EDUCATION AND TECHNOLOGY

MISSION STATEMENT

The Office of Computer Education and Technology is committed to the improvement of teaching and learning by linking the appropriate information and learning technologies to education.

It is our responsibility to ensure equitable student access to this technology, to provide all our students with the opportunity to acquire the knowledge and skills needed to succeed in the swiftly evolving world of high technology and to enable our teachers and administrators to use the computer as a tool to improve instruction.

OVERVIEW

The Office of Computer Education and Technology provides leadership in the use of computers and related technology and works collaboratively with schools and other departments to ensure the effective use of this technology.

In this role, the Office of Computer Education and Technology is responsible for the implementation of all instructional computing programs as well as identified administrative applications. This responsibility includes the acquisition of hardware and software, training and support and appropriate implementation and use of equipment. With the addition of the Audio Visual Center, the support has expanded to include video and film services to schools.

In addition, this office constantly researches new technology and applications and serves as the liaison with other districts and professional organizations.

Presently, the district has more than four thousand computers used for instructional and administrative purposes. This year three schools have had computers and other technology placed in classrooms so the technology can be completely integrated into the curriculum. It is the goal of this office to make technology an integral part of both instruction and management.

OFFICE OF COMPUTER EDUCATION AND TECHNOLOGY

PROGRAM HIGHLIGHTS

Basic Skills

The basic skills identification process for all schools has been computerized and computers have been integrated into the teaching learning process.

CAI

Students in twenty-eight elementary schools and all secondary schools participate in programs which use the computer to reinforce weaknesses and provide supplemental instruction.

IMS

The Instructional Management System is functioning at all elementary schools. This program allows tests to be scanned and all data maintained on the computer. During this school year, all midterm and final exams were scanned at the secondary schools.

Elementary Programs

Almost all elementary schools have computer labs. Students learn LOGO, a graphic programming language, word processing, database applications and telecommunications.

Secondary Programs

Courses at the secondary school include BASIC, Pascal and Computer Applications. Computers are also integrated into the content area, especially English.

IKE Grant

Computers, laser discs and telecommunications are integrated into science at both the secondary and elementary levels.

Innovation in Science Grant

Approximately fifteen schools have been involved in this project to integrate computers into science. The emphasis has been on training teachers to use technology in science.

Bellcore

First Avenue is participating in a program with Bellcore volunteers to provide training for classroom teachers.

Stevens Math Project

Vailsburg Middle and West Side mathematics teachers meet monthly with Stevens professors to learn to use computers in mathematics. One of the mathematics teachers at West Side has been involved in teaching a class which was transmitted over satellite to teachers throughout the state.

Stevens Middle School Project

Science teachers at Luis Munoz Marin Middle School are working cooperatively with Stevens Institute to integrate technology into the mathematics and science areas.

Computer Learning Month

During October, the Office of Computer Education and Technology celebrated with many events. A resolution was presented to the Newark schools by the City Council, a technology day was held for teachers and a special technology fair was held for students.

Training

Training was provided for computer teachers, basic skills teachers, project coordinators and clerks, IMS clerks, secondary administrators, middle managers, and teachers in after school courses.

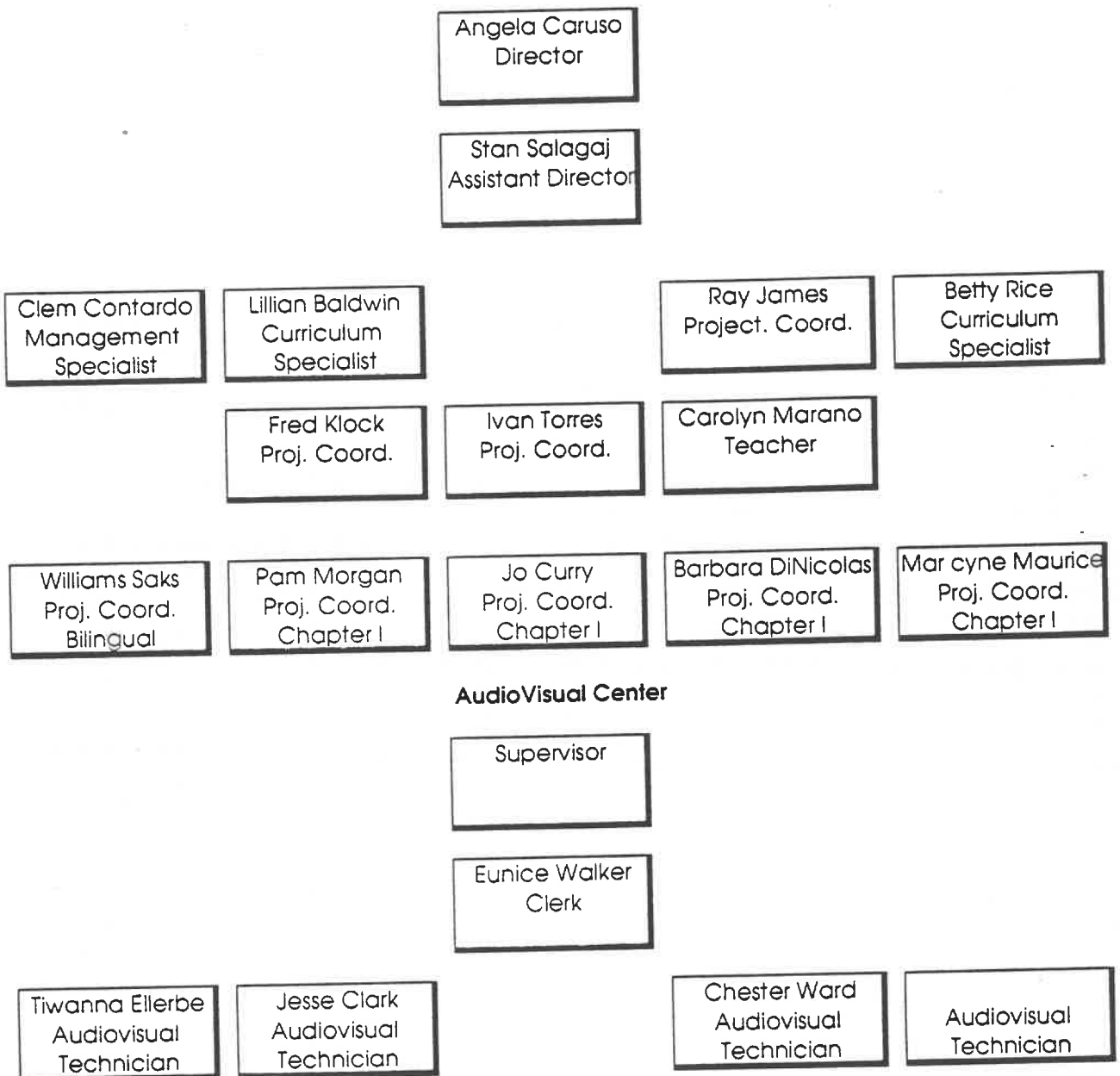
Write-to-Read

The Write-to-Read program has been providing kindergarten and first grade students with the opportunity to write using the computer. Additional training and on-site support helped the program grow.

Integrating through District Networks

Three schools have placed computers and other technology into the classroom. Teachers and students are using the computers in all content areas. Sussex Avenue third grades published books with the help of eighth graders who served as their editors.

Office of Computer Education and Technology Table of Organization



MAJOR ACCOMPLISHMENTS FROM THE QUARTERLY REPORTS

- Implemented a celebration of Computer Learning Month for October. The activities included a resolution of recognition presented by the Newark City Council, a technology day for teachers and a special technology fair for students.
- Completed revisions of computer curriculum guides.
- Implemented a management system for the secondary schools which allow schools to scan midterm and final exams, maintain the data in the computer and extract the data in a variety of reports to assist administrators and teachers improve the teaching and learning process.
- Implemented a pilot project to computerize the bilingual needs assessment process. This project will lessen paperwork and make the collection of data more accurate. The pilot will be expanded to all schools before the end of the 90-91 school year.
- Integrated the area of audiovisual support into the Office of Computer Education and Technology. The Audio Visual Center provides support to the instructional program through the use of audiovisual materials such as videos and films.
- Integrated technology into three schools through the implementation of distributed networks. Through these projects, computers and related technologies were placed in classrooms and networked to the computer lab. Teachers were trained and the technology is being integrated into all areas of the curriculum.

OFFICE OF CURRICULUM

OFFICE OF CURRICULUM

MISSION STATEMENT

Our mission is to provide curricula in all academic areas that meet the needs of Newark students as well as to develop comprehensive programs in science, social studies, early childhood and library education.

GOALS

1. To identify, develop and coordinate curricula in all academic areas in grades Pre K-12.
2. To evaluate, approve and list textbooks and other instructional materials according to affirmative action guidelines, multiethnic/ multicultural education criteria and the highest standards of content, scholarship, style and accuracy.
3. To generate and coordinate state mandated reports as required by the Executive Superintendent.
4. To develop a comprehensive program of Science, Social Studies, Early Childhood and Library education in all schools.
5. To provide support and assistance to staff members in the areas of curriculum development and management.

INTRODUCTION

The core of instructional programs is the curriculum. Curriculum provides teachers with a roadmap outlining what is to be taught, how it is to be taught and the methods used to evaluate student learning. To ensure curriculum implementation, the district utilizes a process which includes the design and delivery of board approved curriculum.

NEWARK'S CURRICULUM MODEL

CURRICULUM DESIGN

Process for Curriculum Development

Curriculum Models

CURRICULUM DELIVERY

Staff Development

Curriculum Audits

Ongoing Monitoring/Supervision

CURRICULUM MAPPING

EVALUATION

This model is the management tool which has enabled the district to move ahead with the upgrading of the district's curriculum.

OFFICE OF CURRICULUM

Betty S. Rufalo
Director

INSTRUCTIONAL STAFF

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Asst. Director of Early Childhood

Robert Searson
Asst. Director of Science

Margaret Turiello
Asst. Director of Ed. Media Services

Charles Williams, III
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Denise McGriff
Word Processor Operator

Linda Daniels
Senior Data Entry Operator

Carol Hardy
Senior Library Assistant - Typing

**STATUS
OF
CURRICULUM**

CURRICULUM PROJECTS 1991-1992

The continued support of the Division of Educational Services, under the guidance of Dr. Daniel Gutmore, Assistant Executive Superintendent, has provided us with the support and resources needed to complete the following projects.

MULTICULTURAL EDUCATION

During the school year, major strides have been made toward the development of curriculum documents that reflect multicultural education. These documents reinforce the implementation of the district's mandate to infuse and include multicultural education into the standard curriculum for all subject areas.

A separate booklet that details the progress the district has made outlines the specific accomplishments made in this area and was distributed to central office staff and school administrators. This document will be duplicated in sufficient quantities in order to be distributed to teaching staff and other members of the educational community.

UNIFORM TEXTBOOK ADOPTION

In keeping with the Executive Superintendent's goal of purchasing current textbooks which reflect the latest trends and research, monies were allocated to purchase uniform textbook programs in the areas of elementary bilingual reading, foreign languages and secondary science.

The adoption process included the development of specialized criteria including multicultural/affirmative action guidelines, establishment of committees, presentation by major publishers, detail review of textbooks by committees and the compilations of final summary reports.

As of this date, students and teachers in Newark utilize up-to-date textbooks in the following areas: Elementary: Reading, Language Arts, Mathematics, Social Studies, Science, Bilingual Reading. Secondary: Mathematics, Social Studies, English Literature, Science, Foreign Language.

OTHER PROJECTS

In addition the curriculum staff has completed the revised elementary Language Arts curriculum aligned to the Stanford 8 and the Early Warning Test mandated by the state.

A writing booklet aligned to the Eighth Grade Warning Test has been completed for teachers of grades 7 and 8. The revised Music, Art, and Physical Education curricula were completed with a multicultural addendum. Separate addendums were completed for Science and Mathematics. These addendums identify contributions made by different ethnic groups to each respective area. United States History, African American and Elementary Social Studies were completed as well. Pre-Kindergarten curriculum guide was completed. This guide will be utilized by Pre-Kindergarten teachers and children in the district. It will also be shared with outside agencies that work with young children.

**CURRICULUM AND
CURRICULUM DOCUMENTS**

The curriculum documents which follow, reflect the implementation of the district's mandate to "infuse and include multicultural education into the standard curriculum development for all subject areas." (See Resolution: Multicultural/Multiethnic Education.) This process will extend to future documents as they are written or revised.

•**African American History, Secondary**

This guide stresses the historical and cultural links, past and present, between Africa, African Americans and the African diaspora as a whole. It highlights Africa's greatness as the cradle of civilization and refutes many prevalent myths, stereotypes and erroneous conceptions about Africa.

•**Art Education (E/S), implementation 9/92**

The multicultural perspective is infused throughout the guide. Skills, activities and suggested instructional materials reflect the importance art has played in the life of various ethnic groups and cultures throughout the world.

•**Elementary Reading Curriculum Guide and Addendum, Grades K-8**

Literature selections and suggested readings with a multicultural perspective are infused throughout the district's mandated CONNECTIONS reading program. The Curriculum Office prepared a separate addendum to highlight these items and encourage broad free reading of multicultural books.

•**Elementary Social Studies, Grades K-8**

This guide develops an appreciation for the multicultural, pluralistic nature of the world by stressing the contributions made by women, "ordinary" people, and various groups and cultures.

•**Foreign Language (Spanish and French), Secondary**

The foreign language guide presents the full linguistic, historical, geographical and cultural setting and heritage in which each language is studied. It stresses the role of the arts in each culture.

•**Language Arts, Grades K-8**

Multicultural selections are infused throughout the district's mandated "Ginn English" program. In addition, the language arts guide K-8 contains numerous memory selections, suggested readings and bibliographical references which expose students to literature with a multicultural perspective by authors of diverse backgrounds.

•**Multicultural Mathematics Supplement, implementation 1992, Grades K-8**

This supplement augments the basic, district-wide elementary mathematics curriculum by enabling teachers to heighten students' awareness of the many contributions made to mathematics by people of diverse backgrounds.

•**Multicultural Science Supplement, implementation 1992, Grades K-8**

This supplement augments the basic, district-wide elementary science curriculum by enabling teachers to make students more aware of the many scientific contributions made by people of diverse backgrounds.

•**Music Education (E/S), implementation 9/92, Grades K-8**

The multicultural perspective is infused throughout this guide. Skills, activities and suggested instructional materials reflect the contributions made by people of various cultures throughout the world and in the United States. Links are made between music and other disciplines wherever appropriate.

•**Pre-Kindergarten Curriculum Guide**

This guide fosters positive self image and multicultural awareness through age-appropriate, non-sexist activities. Children study the legends, traditions, art, music, folklore, foods, dress, language and dance of various cultures.

•**Secondary English Curriculum**

The secondary English curriculum and adopted literature text expose students to female and male authors and literary works representing a broad variety of backgrounds, ethnic groups and cultures. Suggested readings for each grade include numerous selections which feature a multicultural perspective:

Isabella Allende (Hispanic) UNCLE MARCOS from THE HOUSE OF THE SPIRITS; Gwendolyn Brooks (African-American) THE EXPLORER; Anton Chekhov (Russian) THE BOOR; Chippewa (Native-American) SPRING SONG; John Dos Pasos (Portuguese-American) TIN LIZZIE; Paul Laurence Dunbar (African-American) DOUGLASS; Lorraine Hansberry (African-American) ON SUMMER; Lanston Hughes (African-American) THE NEGRO SPEAKS OF RIVERS; Lawson Fusao Inada (Asian-American) PLUKING OUT A RHYTHM; Chief Joseph (Native American) I WILL FIGHT NO MORE FOREVER; Gabriel Garcia Marquez (Hispanic) A VERY OLD MAN WITH ENORMOUS WINGS; Toshio Mori (Asian-American) ABALONE, ABALONE, ABALONE; Alan Paton (African) SUNLIGHT IN TREBIZOND STREET; Phillis Wheatley (African-

American) TO HIS EXCELLENCY, GENERAL WASHINGTON; Gary Soto
(Hispanic) THE SPACE.

•United States History, Secondary

This guide seeks to eliminate America's legacy of discrimination by presenting information about the contributions and people of varied ethnic/racial backgrounds have made to American life. A special effort was made to include information about groups which have been neglected by traditional curricula and texts-Asian, African, Caribbean and Latino American, as well as women. A variety of approaches are employed to highlight multiethnic/multicultural contributions in our society. For example, biographies and experiences of individuals, diverse literature selections and critical thinking activities that compare and contrast the racial/ethnic and religious diversity.

•Women's History Resource Guide, Grades 4-12

This teacher guide was designed to augment the basic curriculum by helping teachers make students aware of the contributions made by women in various content areas.

•World History and Cultures, Secondary

This guide acknowledges the cultures and contributions made by the peoples of Africa, Asia, the Americas and Europe from ancient to present times. It portrays the effect of such great historical influences as religion, democracy, industrialization, trade, nationalism, war, political institutions, the arts and urbanization.

In addition to the above documents, the Office of Bilingual Education prepared the FAMOUS AMERICAN PORTUGUESE RESOURCE BOOK to familiarize teachers and students with the many contributions made by Portuguese and Portuguese-Americans. This office also developed a manual for Haitian parents to acquaint them with the district's curriculum and its testing program.

OFFICE OF CURRICULUM

STATUS OF CURRICULUM/ELEMENTARY

Reading	Elementary Reading Curriculum Guide, K-8, 1991 Reading Addendum 1991 Support Curriculum: Uniform Basal Reading Program (Macmillan Connections, 1990)
Language Arts	Language Arts Guide, K-8, 1989 Support Curriculum: Uniform Basal Language Arts Program (Ginn English, 1989)
Mathematics	Elementary Mathematics Curriculum, K-8, 1991 Support Curriculum: Uniform Basal Mathematics Program (Scott Foresman, 1990)
Science	Elementary Science, K-8, 1989 Support Curriculum: Uniform Basal Science Program (Journey in Science, K-6, Macmillan, 1988) (Life and Earth Science, 7-8, Prentice-Hall, 1988)
Social Studies	Elementary Social Studies, K-8, 1992 Support Curriculum: Uniform Basal Social Studies Program (Houghton Mifflin, 1991) Afro-American History Puerto Rico: Geography, History and Culture Living Together in Newark Revised - New Jersey Studies Graffiti, 1985

Art	Art Curriculum Guide, K-8, 1992 (Implementation sy 92-93)
Music	Music Education Curriculum Guide, K-8, 1992 (Implementation sy 92-93)
Practical Arts/ Vocational Education	Industrial Arts, Volume VII, 1983 Home Economics Curriculum Guide, K-12, 1983 Vocational/Technical Education Guide, Volume I, II, III, 7-12, 1988
Health and Safety	Health and Safety Education, PK-4, 1977 Health and Safety Education, 5-8, 1976 Education for Family Living, PK-12 Education for Family Living, Supplement, 1981 (Sex Education Guidelines) Fire Education Guidelines, PK-12, 1979 Child Abuse, 1984 We are developing a comprehensive health curriculum to include Health and Safety, Family Living, Child Abuse, and Drug Education. Comprehensive Health Curriculum, K-8 (Developmental stage) Drug Education (Implementation sy 92-93) AIDS Curriculum, 1988 New Jersey Fire Safety Skills, K-12 (Implementation sy 92-93)
Physical Education	Physical Education in Our Schools, K-3, 1990 (Currently in development stage) Physical Education Curriculum Guide Grades 4-8 (Implementation sy 92-93)
Computer Education	Computer Literacy Guidelines (revised curriculum in draft form)

Kindergarten

**Pre-Kindergarten Curriculum
(Implementation sy 92-93)**

All Day Kindergarten Curriculum

OFFICE OF CURRICULUM

STATUS OF CURRICULUM/SECONDARY

English

Secondary English
(Currently in developmental stage)

Support Curriculum:
Prentice Hall Literature 1991
(Prentice Hall)

Mathematics

General Math

Support Curriculum:
Mathematics Connection 1992
(Houghton Mifflin)

Algebra I

Support Curriculum:
Algebra I 1992
(Addison Wesley)

Algebra II

Support Curriculum:
Algebra and Trigonometry 1992
(Addison Wesley)

Geometry

Support Curriculum:
Geometry 1992
(Houghton Mifflin)

Trigonometry

Support Curriculum:
Advanced Mathematics Concepts 1991
(Glencoe)

Science

Physical Science

Support Curriculum:
Physical Science 1993
(Prentice Hall)

Biology

Support Curriculum:
Biology 1993
(Prentice Hall)

Science

Chemistry

Support Curriculum:
Study of Matter 1992
(Prentice Hall)

Physics

Support Curriculum:
Conceptual Physics 1992
(Addison Wesley)

Social Studies

World History/Cultures

Support Curriculum:
History and Life 1990
(Scott Foresman)

U.S. History I & II

Support Curriculum:
American Voices 1992
(Scott Foresman)

**Afro-American History
Implementation sy 92-93**

**Business/Career
Education**

Accounting I

Accounting II

Typewriting/Keyboarding I

Typewriting/Keyboarding II

Career Exploration Course, Grade 11

**Computer Literacy Guidelines
(revised curriculum in draft form)**

Foreign Language	<p>Foreign Language Curriculum, 1990 (Spanish and French)</p> <p>Leitura Portuguesa</p> <p>English As A Second Language</p>
Health/Safety	<p>Health and Safety Education, 9-12</p> <p>Physical Education in Our Schools, 9-12 (Implementation sy 92-93)</p> <p>Education for Family Living</p> <p>Education for Family Living, Supplement (Sex Education Guidelines)</p> <p>Comprehensive Health Curriculum, 9-12 (currently in developmental stage)</p> <p>We are developing a comprehensive health curriculum to include Health and Safety, Family Living, Child Abuse, and Drug Education.</p> <p>Drug Education Guidelines (Implementation sy 92-93)</p> <p>AIDS Education Guidelines</p> <p>New Jersey Fire Safety Skill, Grades K-12 (Implemented sy 92-93)</p>
Practical Arts	<p>Industrial Arts Curriculum Guide, Volumes I-VI</p> <p>Home Economics Curriculum Guide</p> <p>Vocational/Technical Education Guide</p>
Art	<p>Art Curriculum in the Secondary Schools (Implementation sy 92-93)</p>
Music	<p>General Music for Secondary Schools (revised curriculum in the developmental stage)</p>

CURRICULUM INVENTORY

The implementation of the district's curriculum depends upon the availability of its curriculum guides. To this end, the curriculum office conducted its annual curriculum inventory. Each school received an inventory form listing the curriculum guides for elementary/secondary courses of instruction. This form requested needs for the impending school year. Materials will be sent to the schools based on recorded information.

Needed guides were duplicated either in-house or by outside printers. An up-to-date inventory count was revised periodically to insure availability for individual schools.

GRANTS

The Office of Curriculum Services received \$25,000 for the purchase of science equipment grades 3-8 through a Chapter II Grant. This equipment supplemented the Elementary Science Curriculum. Equipment was ordered for all elementary schools. Specialized equipment was purchased for Life Science, grade 7 and Earth Science, grade 8 teachers. Monies in the amount of \$25,000 were received for the purchase of maps for social studies. Elementary schools, grade 4, received New Jersey maps and grade 5 received United States maps. Early Childhood Education received \$25,000 for the purchase of "hands-on materials" and equipment for mathematics, and science.

STATE REPORTS

The preparation and dissemination of reports mandated by the New Jersey State Department of Education has been a function of the Curriculum Office. As in the past the staff coordinated the July 1 Report, the Action Plan, the August 15th Finding Letter and Newark's Curriculum Statement in a timely fashion. As required the above documents were shared and approved by the Board of Education at its September meeting.

TEXTBOOK EVALUATION

TEXTBOOK EVALUATION PROCESS

The Curriculum Office is charged with the responsibility of conducting the process by which textbooks and other educational materials are reviewed and listed for ordering throughout the district. Specifically, the Curriculum Office obtains sample books and processes them for review by committees of educators having expertise in each content area. Books approved by the committees are further reviewed by Textbook Council and submitted to Board Agenda. After passing all three layers of review, the items are listed in the TEXTBOOK CATALOG PRICE LIST (updated yearly) from which the schools order. Community input is welcome in this process.

The major accomplishments during 1991-92 were as follows:

1. Additional listing of multicultural/multiethnic materials to enrich our curricular offerings. These materials are infused throughout all content areas and for easy reference.
2. Curriculum Office engaged its own Senior Data Entry Operator and began catalog updating directly from this office.
3. Improved format of TEXTBOOK CATALOG PRICE LIST in order to facilitate its use.
4. Representative from this office attended several principal/vice principal and Basic Skills meetings in order to acquaint on-site administrators with the catalog's new format and offerings.
5. Continued expansion of offerings in the area of mathematics through inclusion of mathematics manipulatives to augment regular basal program.

6. Annotated major multicultural and mathematics manipulative catalog listings in order to facilitate ordering by the schools.
7. Introduced listing of physical education texts and reference books.
8. Began sending principals series of monthly memos which recommended and described listed materials which were timely. Annotations were included in order to facilitate ordering.

**CURRICULUM
SEMINAR**

CURRICULUM SEMINAR

The Curriculum Office conducted its third annual seminar focusing on Math and Science. Its major purpose was to bring together educators from the Newark Community for the purpose of listening to academic experts and sharing educational thoughts. The seminar was attended by school and central office administrators, urban superintendents, teachers and parents.

The seminar was held June 5, 1992, at the Quality Inn, Newark, N.J. The title of the seminar was "New Generation: New Challenges in Math and Science."

The breakfast speaker was Shirley M. Malcom, Head Directorate for Education and Human Resources Programs of the American Association for the Advancement of Science (AAAS) in Washington, D.C.

Upon completion of the breakfast speaker, the conferees had the opportunity to attend two of the following six curriculum workshops with presentations given by outstanding educators in their respective field of expertise: "When A Ruler and A Microscope Aren't Enough: Technology in Math and Science" - Lillian Baldwin; "Confirming the Implementation of the Standards" - Dr. Bruce Normandia; "Math and Science Connections in the Classroom" - Muffet Fox; "More Than Magic Tricks" - Robert Searson, Virginus Hairston, Richard Green; "Community Resources and the Schools: An Essential Collaboration" - Reginald Tomkins; "Meeting the Challenge of Future Technology: Education and Exploration of Careers in Math and Science" - Dr. Eida Berrio.

The luncheon address was given by Dr. Asa G. Hilliard, III, Professor of Urban Education, Georgia State University.

EARLY CHILDHOOD

EARLY CHILDHOOD

1. Newark Consortium - Urban Prekindergarten Pilot Program

Administered the third and final year of the Newark Board of Education Urban Prekindergarten Pilot Program at 18th Avenue School including:

- coordinating the activities of the program with the on site administrators.
- providing on site supervision, monitoring and informal evaluation.
- meeting regularly with other consortium directors and various representatives of the New Jersey Department of Human Service and Education.
- submitting monthly and quarterly reports to those agencies.
- responsibility for budget allocations and expenditures.
- responsibility for contract conclusion procedures.

2. Good Starts Grant

Collaborated with three community Head Start agencies to develop a successful proposal for the New Jersey Good Starts Grant. The district has been awarded 1.4 million dollars for the implementation of a comprehensive prekindergarten program with follow through activities in grades K-2 in three elementary schools.

3. All Day Kindergarten

All day kindergarten classrooms have increased from 60 in school year 1990-91 to 73 in school year 1991-92.

All day kindergarten classes in public schools have expanded to the extent possible without school reorganization or construction. Plans for subcontracting with community child care centers to provide sites for All Day Kindergartens are being reviewed.

4. In-service for Pre Kindergarten/Kindergarten instructional staff.

Planned, conducted and/or coordinated four inservice sessions for early childhood instructional staff.

August 6,7,8, 1991 - Inservice for Prekindergarten Teachers -
Orientation for new Prekindergarten Curriculum Guide

October 17, 1991 - Inservice for All Day Kindergarten Teachers -
"Improvement Strategies for All Day Kindergarten Programs"

November 19,20 1991 - Inservice - Unit I Administrators

November 18,25 1991 - Inservice - Unit II Administrators

December 3, 1991 - Inservice - Cluster Program Administrators

"Improving Early Childhood Programs in the Elementary Schools"

5. **Chapter II Grant - Math and Science**

Developed successful proposal for grant to provide funds for math and science manipulatives for kindergarten.

6. **Model All Day Kindergartens**

Developed plans for implementation of two (2) model all day kindergarten classrooms. Classrooms will be used for demonstration and visitation by instructional and administrative personnel beginning school year 1992-93.

7. **Strategy #20 - Q.E.A. Early Childhood Plan**

Administered implementation and submitted timely reports regarding the district's Strategy #20 and Q.E.A. Early Childhood Plan.

8. **Developed and conducted school space inventory to identify school sites for additional all day kindergartens and prekindergartens.**

9. **Kindergarten Curriculum Guide**

Selected curriculum committee comprised of kindergarten and first grade teachers to develop revised kindergarten curriculum guide.

Initial draft to be completed by July 31, 1992.

10. **Presentations**

October 25, 1992 - Presented workshop entitled "Public School and Head Start - Perfect Together?" at the National Black Child Development Institute in St. Louis, Missouri

April 23, 1992 - Presented information regarding public school kindergarten programs at parents' meeting - La Casa de Don Pedro Child Care Center

11. Collaborations

Office of Planning, Evaluation and Testing - collaborated with this office in the selection of a committee of kindergarten teachers to develop Newark's own kindergarten assessment instrument. Further collaborative activities will include the development and administration of the assessment instrument in the Spring of 1993.

Newark Education Council - collaborated with this office to coordinate publicity campaign and activities for Spring Kindergarten registration and free health screening.

Cluster Program - collaborated with this office to develop and initiate non-graded primary classes in Cluster Schools.

Kean College - collaborated with the DART office to access training for infant-toddler trainers at Barringer and Project Redirection Infant Toddler Centers.

12. Newark Pre School Council Board of Directors

Represented the Superintendent and the Newark Board of Education.

- attended monthly meetings
- served as member of program committee
- chair - By Laws committee

13. Committees

- State Department of Education Preschool Urban Network
- Newark Collaboration Group - Child Care Task Force
- Advisory Board - Newark Early Childhood Educators Association
- 10th Congressional District Child Care Committee
- State Advisory Board - Urban Prekindergarten Pilot Program
- Executive Board - Greater Newark School Age Child Care Coalition
- Executive Board - New Jersey Association of Kindergarten Educators
- Head Start State Collaboration Consortium

14. Professional Memberships

- National Association for the Education of Young Children (NAEYC)
- Association for Childhood Education International (ACEI)
- Association for Supervision and Curriculum Development (ASCD)
- National Black Child Development Institute (NBCDI)
- NJ Association of Kindergarten Educators
- Friends of Head Start
- NJ Statewide Coalition for Child Care
- Newark Early Childhood Educators Association

SCIENCE EDUCATION

S C I E N C E

1. Secondary science textbooks were adopted for all high school students. The new textbook will be available and in use for the 1992-1993 school year. Teacher inservice program has been scheduled for September 1992.
2. Secondary science curriculum committee will work during the month of July 1992, in order to create a curriculum guide for all secondary science courses.
3. A Chapter II Grant was submitted and approved for the purchase of science supplies and equipment. Those science supplies were purchased and delivered to elementary schools (K-8). This grant provided science supplies for the third year to our students.
4. Carl Perkins, Grant Application was submitted and approved for a joint department education collaborative. Computer, Practical Arts and Science Education were coordinated into a grant application. This grant was funded. The equipment and supplies were received during the 1990-1991 school year. Mount Vernon and Thirteenth Avenue schools are the two pilot schools. Supplies and equipment have been placed in appropriate grade level classrooms. Inservices (fall 1991) were conducted for teachers in the use of the hands-on science equipment and supplies. Follow-up visits occurred during the school year.

5. The Office of Curriculum, in collaboration with New Jersey Institute of Technology, held science inservice workshops for twelve elementary schools. Hands-on science activities were experienced by the teachers. The activities were specific to the teachers' grade level students. Follow-up audits indicate that the teachers were doing the science activities with their students. Approximately three-hundred teachers were inserviced for two full days.
6. The Office of Curriculum offered a science teacher content course at New Jersey Institute of Technology. The course was taught by college staff, and was held on 15 Monday afternoons from 3:30 p.m.-5:30 p.m.
7. Six teachers are continuing their college science studies by enrolling in a hazardous materials course this summer (1992). This program will employ these teachers at science industrial sites.
8. A Science Fair occurred in all elementary schools. A Science Fair Bulletin was sent to all elementary school principals. The schools visited had large displays of science materials developed by students and teachers. Science Fair Award Certificates were prepared and given to school principals for their distribution to award winning students.
9. Secondary school science mid-term and final examinations were prepared and duplicated for secondary schools. All secondary science chairpersons assisted in the development of the final examinations. Review of the results of our students' performance indicates an acceptable city wide standard. Revision of secondary science course proficiencies were completed.

10. Secondary school students participated in the second Panasonic Inventors Competition. East Side High School students were awarded first place trophy for design.
11. Sixteen secondary students were accepted to the National Bio-Medical Symposium in Orlando, Florida. Funding for this program was made available from Morehouse Medical School. This was the third year of our participation in the program. I am looking forward to our expanded participation in 1993.
12. Science grant applications were submitted by Seton Hall University, Rutgers University, New Jersey Institute of Technology and Stevens Institute of Technology that indicated commitment to provide science education. Seton Hall received funding from the Department of Higher Education to help train our elementary and secondary teachers in Biology. Several teachers are enrolled in summer 1992 workshops.

Stevens Institute of Technology received funding from NASA for science computer instruction for Luis Munoz Marin Middle School. Inservice program will commence in September 1992.
13. The New Jersey Science Convention was held in October of 1991. Two presentations were made by curriculum staff and teachers from Newark schools.

14. Prentice-Hall science consultants conducted three days of science inservice for our middle schools. Expanded science inservices are anticipated for 1992-1993 school year.
15. The Staff Development Office provided a science inservice course for non-science teachers.
16. Summer science opportunities for our students and teachers were advertised by the Office of Curriculum. The following are a few of the placements at local colleges:
 - A. Seton Hall University/Liberty Science Center - West Side High School student placement in biology research at Seton Hall
 - B. New Jersey Institute of Technology
 - Six teachers enrolled in Hazardous Materials program
 - Over four-hundred students enrolled in summer program
 - Four Newark teachers employed in pre-college program
 - One elementary teacher is teaching female engineering program to our students
 - C. Student intern program with the North Jersey Section of the American Chemical Society.
17. Under the sponsorship of the American Chemical Society, four teachers were inserviced in the CEPUP program for Middle schools.

18. Science Olympiad were held with Central Cluster and Malcolm X Shabazz Cluster schools. The science challenge was conducted on Saturdays.
19. Elementary and secondary schools were visited and science audits were conducted. Results were shared with principals and assistant executive superintendents.
20. A Multicultural science addendum has been prepared for distribution to Newark Elementary Schools.
21. Prepared physical facility report on science laboratory facilities and participated in design and construction meeting on improvements needed in science laboratories. Reviewed plans and made suggestions as necessary for West Side High School science laboratory project. Renovation to start July 1, 1992 and ready for classroom usage by September 1992.
22. The Newark Museum , in collaboration with the Office of Curriculum, provided the Newark Museum Science Program for elementary students. Two distinct programs were provided for the district:
 - A. STARLAB program was a planetarium presentation for students in grades 3,6 and 8. Twenty seven (27) elementary schools were selected this year for participation. At the present time forty-nine (49) schools have received the STARLAB program. Approximately 5,800 elementary students have participated in this program.
 - B. Museum Outreach Program consisted of five science based lessons: Skulls and Skeletons, Prehistoric New Jersey, Rocks and

Minerals, Electric Current: How It Works, Animal Mysteries Solved. Every elementary school in the district received the program. Students were selected from grades 1-8. Approximately 6,720 students have participated in this program.

Plans are in progress to continue both programs, school year 92-93.

23. The Eisenhower Grant for 1991-1992 school year provided a science coordinator. This appointment provided "hands-on" science workshops for our schools. The coordinator was instrumental in the delivery of science instruction to our students in the identified IKE schools. Plans are in progress for 1992-93 IKE Grant. Following is the summary for the IKE schools:

IKE GRANT

1. A series of one (1) day workshops were held during the months of October and November for 12 schools, grades 1 through 8 inclusive. The workshops consisted of "hands-on" science investigations based on the district curriculum.
2. A series of follow-up one (1) day workshops were held during the month of March for the teachers who were previously inserviced. Again, investigations and "hands-on" were stressed as well as group interaction with respect to what has or has not worked in the classroom.
3. An after-school 3:30 to 5:30 graduate course was offered to all Newark teachers. Fifty teachers attended. The course stressed basic science concepts to lay foundation for further experimentation.
4. A summer graduate course in June-July 92 was offered to Newark teachers. This course is a laboratory "hands-on" venture designed to augment and enhance the groundwork laid in the basic after-school course.

The Project Coordinator was directly involved in the inservice training and interacted with instructors of NJIT and the participants. The coordinator acted as liaison between the Board and NJIT.

PREPARATION OF LESSONS

The Project Coordinator prepared lessons designed to foster "hands-on" science activities in the classroom. These were divided into primary, intermediate and upper categories and distributed in order to reinforce the concepts and "hands-on" approach of the original workshops. A variety of simple materials were used to offset the limitations of most elementary classrooms.

A Multicultural Science Supplement was completed and is presently in the process of printing. This is to complement the textbook series currently in use in both elementary and high schools.

WORKSHOP PREPARATION & PRESENTATION

In addition to participation in NJIT workshops, the Project Coordinator prepared and presented workshops in science in various schools throughout the district. Some are included below:

SEPTEMBER

Lincoln School	Reading in content area
Dayton Street	Reading in content area
So. 17th Street	Reading in content area
15th Avenue	Reading in content area
Mount Vernon	Hands on science investigations
13th Avenue	Hands on science investigations

DECEMBER

Ann Street	Applying reading skills in science
Harriet Tubman	Applying reading skills in science

JANUARY

Ann Street	Grade 6 hands on science investigations
14th Avenue	Primary science activities

FEBRUARY

Luis Munoz Marin	Grade 6, 7 and 8 hands on science activities
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SCHOOL VISITATIONS

Throughout the year, the Coordinator visited schools for teacher conferences, administrative conferences, to distribute materials and to present demonstration lessons. In addition, audits were taken of materials ordered for school and checked for delivery, etc. Following are general numbers for each month:

September	18 visits
October	15 visits
December	14 visits
January	13 visits
February	20 visits
March	14 visits
April	12 visits
May	16 visits
June	10 visits up to 6/15/92

SOCIAL STUDIES

SOCIAL STUDIES

Elementary and Secondary Social Studies Inservice

The Newark Board of Education continued to upgrade its social studies program during the 1991/1992 school year. During the month of September 1991, all elementary schools participated in a teacher orientation for the newly adopted Houghton Mifflin Social Studies program. The elementary teacher orientation was conducted by the Office of Curriculum with the assistance of central office staff and Houghton Mifflin consultants.

Secondary social studies teachers participated in a teacher orientation for the newly adopted United States text entitled American Voices and the world history text entitled History and Life. The secondary social studies teacher orientation was conducted by the Office of Curriculum with the assistance of central office staff. However, consultants from the Scott Foresman publishing company assisted in providing the teacher orientation at the secondary level.

In December 1991, all elementary schools participated in a workshop on preparing students for the 8th grade Early Warning Test. The focus of the workshop was teaching critical thinking skills tested in the Early Warning Test using the social studies content. Secondary social studies teachers participated in a workshop on making the U.S. History text entitled American Voices and world history text entitled History and Life, accessible to students of varying abilities. The Office of Curriculum conducted both workshops (elementary and secondary) and was assisted by central office staff. In addition, Houghton Mifflin and Scott Foresman consultants also assisted in the elementary and secondary workshops, respectively.

Social Studies Midterm and Final Exams

The Newark school district continued to issue district-wide U.S. History I, U.S. History II and world history midterm and final exams. All secondary social studies teachers had an opportunity to provide input in the development of both exams. An implementation process and evaluation criteria were developed and adhered to by secondary schools. The midterm exams were issued in January 1992, and final exams were issued in June 1992.

Chapter II Block Grants

During the month of March 1992, the district purchased New Jersey state wall maps for all 4th grade classroom teachers to assist in the teaching and learning process of New Jersey studies. The district also purchased United States political wall maps for all 5th grade teachers to assist in the teaching and learning process of United States history. These maps were purchased with funds obtained from a Chapter II Block Grant that was written by the Office of Curriculum during the 1990/1991 school year.

As a result of audits conducted throughout the 1991/1992 school year, it was determined that secondary social studies teachers are in critical need of state, national and world maps. Therefore, a Chapter II grant was written during the 1991/1992 school year requesting funds to purchase state, national and world maps for all secondary social studies teachers.

To assist in strengthening the district multiethnic/multicultural education efforts, it was determined after elementary school visitations that the district should purchase a supplemental resource on African-American history to pilot resource in 5 elementary schools to determine its effectiveness. Hence, a Chapter II grant was also written during the 1991/1992 school year requesting funds to purchase a supplemental resource on African-American history.

The purchase of the above instructional materials are pending grant approval.

The Social Studies Curriculum

The secondary African-American History Curriculum Guide and Elementary Social Studies Curriculum Guide are completed and currently in the review process by the community. The United States History Curriculum Guide will be completed before the end of summer 1992, and submitted to the community for review. After the community review process is completed, these guides will be submitted to the board for approval and henceforth will be distributed to schools.

The World History/Cultures curriculum guide will be rewritten by a committee of secondary social studies teachers during the summer of 1992. This new World History/Cultures curriculum will correlate to the district adopted world history text entitled History and Life.

Now that textbooks and other instructional materials are in place in our schools we will continue to focus on effective delivery of the social studies curriculum with inservicing, auditing and supervision.

OFFICE OF EDUCATION MEDIA

EDUCATION MEDIA SERVICES

Statistical Profile 1991-1992

Ed Media Specialists full-time Elementary	<u>18</u>
Ed Media Specialists full-time Secondary	<u>22</u>
Ed Media Specialists Itinerant	<u>33</u>
Ed Media Specialists Central Office	<u>2</u>
Ed Media Specialist Professional Library	<u>1</u>
Total Budget --- Office of Education Media Services	76

**EDUCATIONAL
MEDIA
SERVICES**

EDUCATIONAL MEDIA SERVICES

As a result of the Executive Superintendent's reorganization, the Office of Educational Media Services was moved to the Office of Curriculum. The purpose of this move was to coordinate the services of the libraries more closely with the district's curriculum. These services are provided by the librarians in the form of lessons and/or service.

The following activities were conducted during the school year 1991-92: monitored and evaluated 36 itinerant educational media specialists and supported the full-time librarians by visitations, suggestions, etc.; made policy, budgeted, staffed, assisted in hiring, helped to plan new libraries, provided for inservice, and cooperated with other departments, administrators, teachers, business, and community groups.

The department is completing a third successful year of the Chapter 2 Grant, Before/After School Library Program, whereby funds were made available for ten librarians to serve students one-half hour before school and one-half hour after school.

This was the second successful year that the Electronic Media Chapter 2 Grant was monitored and evaluated by this department. Teachers were taught how to teach students to produce television and radio shows. Teachers' videos of a production by their students were professional in nature.

Through the efforts of the Newark Public Library, a computerized program will be implemented in three magnet schools. Direct telephone lines have been installed, connecting these school libraries with TOPCAT, Newark Public Library's computerized catalog. Students will be able to automatically access the collection by

using these lines. The program will be implemented '92-93.

A Chapter 2 grant is being submitted, requesting very much needed reference materials for each school library. If monies are forthcoming, the grant will be implemented, monitored, and evaluated next school year.

The following workshops were planned for the school librarians:

October 17, 1991 - Responding to Books Through Creative Writing

November 21, 1991 - New Jersey Network Refresher

January 16, 1992 - Orientation of Resources of Newark Public Library

February 20, 1992 - A Perusal of Current Library Books

Acquisitions

Services rendered by the acquisitions librarian included assisting central office personnel and librarians with book selections, answering their inquiries with respect to book availability and advising new librarians as to proper ordering procedures.

The following activities were conducted school year 91-92.

- Ordered appropriate materials for schools that had no librarian.
- Prepared and distributed instructions for ordering books, audiovisual materials and periodicals for sy 92-93.
- Distributed supplemental reading list of books correlated to the district social studies curriculum.
- Distributed memo noting pages in the textbook catalog that listed books appropriate for libraries.
- Reviewed book selections.
- Prepared approximately 400 requisitions sy 91-92.

- Monitored account 650 for all schools to ensure all monies allotted were utilized.
- Consulted and met with publishers' representatives to review new materials and guarantee competitive prices.
- Revised periodical ordering procedures to ensure fall delivery.

Outreach to Publishers

Education Media Services receives an array of titles from various book publishers. Publishers like Houghton Mifflin, Scholastic, Henry Holt, Simon and Schuster, and Dillon Press supply books for review. In return for these book reviews, we distribute these complimentary titles to the librarians in the Newark public schools. This year over 2,000 complimentary titles have been added to the school libraries.

Non-Public Textbooks

The New Jersey Textbook Aid Program has been administered by the Newark Board of Education. This program supplies monies for the purchase of textbooks to 27 private schools in the city of Newark. The total state aid package consists of \$340,898.40, and involves 7,542 students.

Another service rendered involves the purchasing of audiovisual material for the State Street Audiovisual Center. This year, 106 curriculum related videos and 63 award-winning sound filmstrips were added to the collection.

Read, See and Hear, a biannual supplement to the State Street Audiovisual catalog, was edited. Over 200 copies were distributed to administrators and librarians in the Newark public schools.

Professional Library

The Newark district continued to maintain the professional library housed at the Harold Wilson School. This library has a collection of professional periodicals, books, and other resources for use by members of the educational community. Teachers, administrators and other employees of the board are encouraged to utilize this library and its wide array of resources. We are looking at ways to expand usage of this library.

MEETINGS

MEETINGS ATTENDED

The Office of Curriculum staff participated in numerous professional meetings during the 1991-92 school year. The following list is a brief listing of the meetings attended.

1. September 3, 1991 - Houghton Mifflin, Holiday Inn Jetport
2. September 25, 1991 - Library Reading Programs, Millburn Public Library
3. October 1,2,3, 1991 - N.J. Science Convention, Somerset Hilton
4. October 23-25, 1991 - National Black Child Development Institute - Conference, St. Louis, Missouri
5. October 29, 1991 - Book Fair, given by the Bookmen's Association, FINDERNE, New Jersey
6. October 1991 - New Jersey Science Teachers Associations Annual Convention
7. October 1991 - New Jersey Board Association Annual Convention
8. Fall 1991 - New Jersey Science Supervisor Meetings
9. November 1991 - Pre-college Programs - Trustee Meeting, New Jersey Institute of Technology
10. November 1991 - monthly meetings 1991-1992 - Executive Board Meeting, New Jersey Science Convention
11. November 7-9, 1991 - National Association for the Education of Young Children - Denver, Colorado
12. November 13, 1991 - Science Proficiencies, RCSU, Old Bridge, N.J.
13. November 18,19, 1991 - Education Media Association of New Jersey Annual Conference, New Brunswick, N.J.
14. November 25, 1991 - Governor's Grant Committee, New Jersey Dept. of Education

15. November 26, 1991 and December 10, 1991 - Martin Luther King Day Planning Committee, City Hall, Newark, N.J.
16. December 7, 1991 - Pearl Harbor Day Celebration, City Hall, Newark, N.J.
17. January 16, 1992 - Core Course Proficiencies Workshop, West Orange Administration Building, West Orange, N.J.
18. January 22, 1992 - Blacks in Science Workshop, Holiday Inn Jetport, Newark, N.J.
19. January 29, 1992 - M.A.P Workshop on Group Problem Solving, Hoffman LaRoche, Nutley, N.J.
20. January 31, 1992 - M.A.P. Workshop on "Managing Diversity," Hoffman LaRoche, Nutley, N.J.
21. February 3, 1992 - M.A.P. Workshop on Communicating for Results, Hoffman LaRoche, Nutley, N.J.
22. February 27, 1992 - National Bicentennial Competition on the Constitution and Bill of Rights State Competition, N.J. National Guard and State Police Training Center, Sea Girt, N.J.
23. March 19, 26, 1992 - M.A.P. Workshop on "Stress Management," Prudential, Newark, N.J.
24. March 1992 - National Science Teachers Association Annual Convention
25. April 4-8, 1992 - Association for Supervision and Curriculum Development, New Orleans, Louisiana
26. April 10, 1992 - M.A.P. Workshop on Introduction to Wordperfect, Nabisco Company, East Hanover, N.J.
27. May 4-8, 1992 - International Reading Conference, Orlando, Florida
28. May 8, 1992 - Home Library Kit for homebound students, Newark Public Library

29. May 12, 1992 - Presidential Awards Committee, New Jersey Department of Education
30. May 18,19, 1992 - M.A.P. Workshop on "Management Process," Prudential, Newark, N.J.
31. May 20, 1992 - M.A.P. Workshop on Managing Diversity, Smith Administrative Center, East Brunswick, N.J.
32. May 21, 1992 - Scholarship Fund Dinner, The Priory Restaurant, St. Joseph Plaza, Newark, N.J.
33. May 26, 1992 - Forensic League Final Competition, New Jersey Institute of Technology, Newark, N.J.
34. May 30, 1992 - Urban Conference Meeting, Holiday Inn, Jamesburg, N.J.
35. June 2, 1992 - Reminiscence: Newark and its Youth Then and Now Exhibit, Newark Public Library, Newark, N.J.
36. June 9, 1992 - R.B.S. and E.I.P. Meeting
37. June 23, 1992 - Special Review Assessment Planning Meeting, New Jersey Department of Education, Trenton, N.J.
38. June 23, 1992 - National Research Council (NRC), Science Standards Meeting
39. June 27-30, 1992 - Congressional District Coordinators Meeting of the National Bicentennial Competition on the Constitution and Bill of Rights, Washington, D.C.
40. June 30, 1992 - Urban Education Conference, State Department of Education, New Brunswick, N.J.

OFFICE OF EMPLOYMENT AND TECHNOLOGY

OFFICE OF EMPLOYMENT AND TECHNOLOGY

STATISTICAL PROFILE

1991-1992

Number of H.E. Teachers - Special Education	<u>11</u>
Number of I.A. Teachers - Special Education	<u>21</u>
Number of I.A. Teachers - Elementary	<u>8</u>
Number of I.A. Teachers - Secondary	<u>37</u>
Number of I.A. Teachers - Itinerant	<u>15</u>
Number of H.E. Teachers - Elementary	<u>10</u>
Number of H.E. Teachers - Secondary	<u>20</u>
Number of H.E. Teachers - Itinerant	<u>16</u>
Number of Work Study	<u>15</u>
Number of Business Education Teachers	<u>62</u>
Number of Secretarial Staff	<u>3</u>
Total Budget of Office	<u>\$2,008,236</u>

Mission Statement

Overview of Office - Highlight Programs
ACTV, etc.

From Quarterly Report - Accomplishments

Table of Organization

OVERVIEW

OFFICE OF EMPLOYMENT AND TECHNOLOGY

The Office of Employment and Technology is responsible for the supervision of all Industrial Arts, Home Economics, and Business Education programs in K-8 elementary schools, middle schools, senior high and special education schools. There are presently 255 teachers in various programs at (65) schools. Also within the purview of the Office of Employment and Technology is the area of vocational education. Presently, there are 78 vocational education programs serving students in grades 7-12 and special education. The following is a list of vocational program areas offered:

■ Cooperative Business Education	■ Employment Orientation
■ Distributive Education/Marketing	■ Aviation Careers
■ Cooperative Home Economics	■ Nurse Aide
■ Cooperative Industrial Education	■ Introduction to Vocations
■ Child Development	■ Vocational Guidance & Counseling
■ Supermarket Careers	

These programs and services are intended to help the students to overcome their limitations in basic skills, remain in school, and equally important, obtain the skills necessary to enter and cope with the work environment. Also, student workers earn wages that make it possible for them to help pay for expenses incurred at graduation.

Our involvement with the summer program at Mutual Benefit Life

Insurance Company ended after its 11th consecutive year. During this time, 250 senior high school students and seven 7 teachers worked for 8 weeks. Many of the students have been hired as full time employees after graduation. The teachers returned to their respective schools and used the experience and training received at Mutual Benefit Life Insurance Company to improve their classroom teaching. Because of financial difficulties, Mutual Benefit could not sponsor a program for 1992 summer session.

We have been involved with work programs at U.S. Customs Service and Eastern Airlines. At these locations, students volunteered their time to learn first hand the skills and techniques needed in the world of work.

During FY 1991-1992, approximately 500 students participated in the Applied Basic Skills Program. Students traditionally assigned to stand-alone Basic Skills classes now attend a Basic/Skills Industrial Arts, Home Economics, or Business class. Whether team teaching or the designated day approach was used, teachers in the Applied Subject area would have more instructional time to devote to course proficiencies. Basic Skills instruction was assumed by a Basic Skills Teacher, with input from the Applied Subject Instructor. After passing H.S.P.T., the student was moved into a corresponding course.

The goal of this project was to improve student's Basic Skills. Objectives include (1) the emphasis of teaching Basic Skills through the Applied Subject Course, (2) to develop, rein-

(3)

force, and review Basic Skills, and (3) to show students how Basic Skills relate to Applied Technical Subjects.

The major objective of the Business Department is to provide a curriculum so that students can learn and develop useful skills. Opportunity is given to all students to learn to master business concepts that interest them and to decide which areas to pursue. Each student is given a chance to overcome his/her limitations, be they in basic skills, employment skills, etc.

Students will choose from a comprehensive program of business courses listed below.

Typing I	Bookkeeping I	Business Law
Typing II	Bookkeeping II	Clerical Record Keeping
Typing III	Business Machines	Word Processing
Business Math	Career Education	Word Processing II
General Business	Computers	Office Practice
Business English	Accounting	Secretarial Office Practice

These courses will help students explore and learn the ways of the American Business system with the goal of becoming part of that system upon graduation.

The simulated office at Central High School as well as those planned for other high schools will help prepare our business students to enter the job force with saleable skills. In this classroom, we envision students working in a simulated business, performing these tasks that employees of a real business would face. These classrooms will house state of the art equipment so

that those students successfully completing the program would be familiar with equipment used in the work environment.

The mini supermarket housed at Montgomery Street School has benefitted students in several ways. They will get first hand experience in working in a simulated business; they will develop job related skills, and get credit towards graduation. After successfully completing the course, there is the possibility of part time employment at a Pathmark supermarket.

As the recipient of a competitive Carl D. Perkins Vocational Education grant, Montgomery Street School is now able to provide pregnant students and students who are parents with classroom instruction in home management. All of these students are in need of this type of instruction because of their classification as EMR students.

Until now, television programming in Newark schools has been primarily passive. Newark's Interactive T.V. pilot marks the first time students will interact with television programming that responds to individual input through the employment of ACTV's patented microprocessor controlled video and audio branching technique. The new system provides instant personal reinforcement of learning and allows students to answer questions comfortably, without the fear of embarrassment a wrong answer may bring in a normal classroom setting.

The individual programs are written by Newark teachers and cover a range of subjects, including measurements, energy, manu-

facturing and fractions. By creating our own material, we can assure that interactive television programs best meet the learning needs of our students.

OFFICE OF EMPLOYMENT AND TECHNOLOGY

MISSION STATEMENT

The major programs supervised by the Office of Employment and Technology are directed toward developing worthwhile, self supporting citizens who have pride in their individual achievement as members of our democratic and technically expanding society. Opportunity is made available to all students to savor the field that interests them and having them decide for themselves the area most appealing to their immediate and future needs.

LISTING OF MAJOR ACCOMPLISHMENTS 1991-1992:

- (1) Provided inservice training and program establishment for 20 elementary schools in the area of technology education and problem solving skills for students in grades 7-8.
- (2) Provided the teaching of basic skills through the applied subject areas at seven 7 secondary schools. This was accomplished in cooperation with the Office of Special Projects.
- (3) Provided 8 secondary schools the opportunity to develop high-tech occupational competence, leadership abilities, and to expand knowledge in the area of Employment and Technology.
- (4) Expanded the District's pilot program for a Science/Technology lab at 2 elementary schools, under the funding of Carl D. Perkins. The project has stressed the teaching of science through applied technology. Equipment has been purchased for Mt. Vernon and Thirteenth Avenue schools. Grades K-8 will be involved in the pilot project.
- (5) Provided, under the sole supervision of the Office of Employment and Technology, the Third Annual Business Education Student Recognition Day. In cooperation with local business and industry, refreshments, certificates and prizes were awarded to 90 high school students. The entire banquet was financed by local businesses.

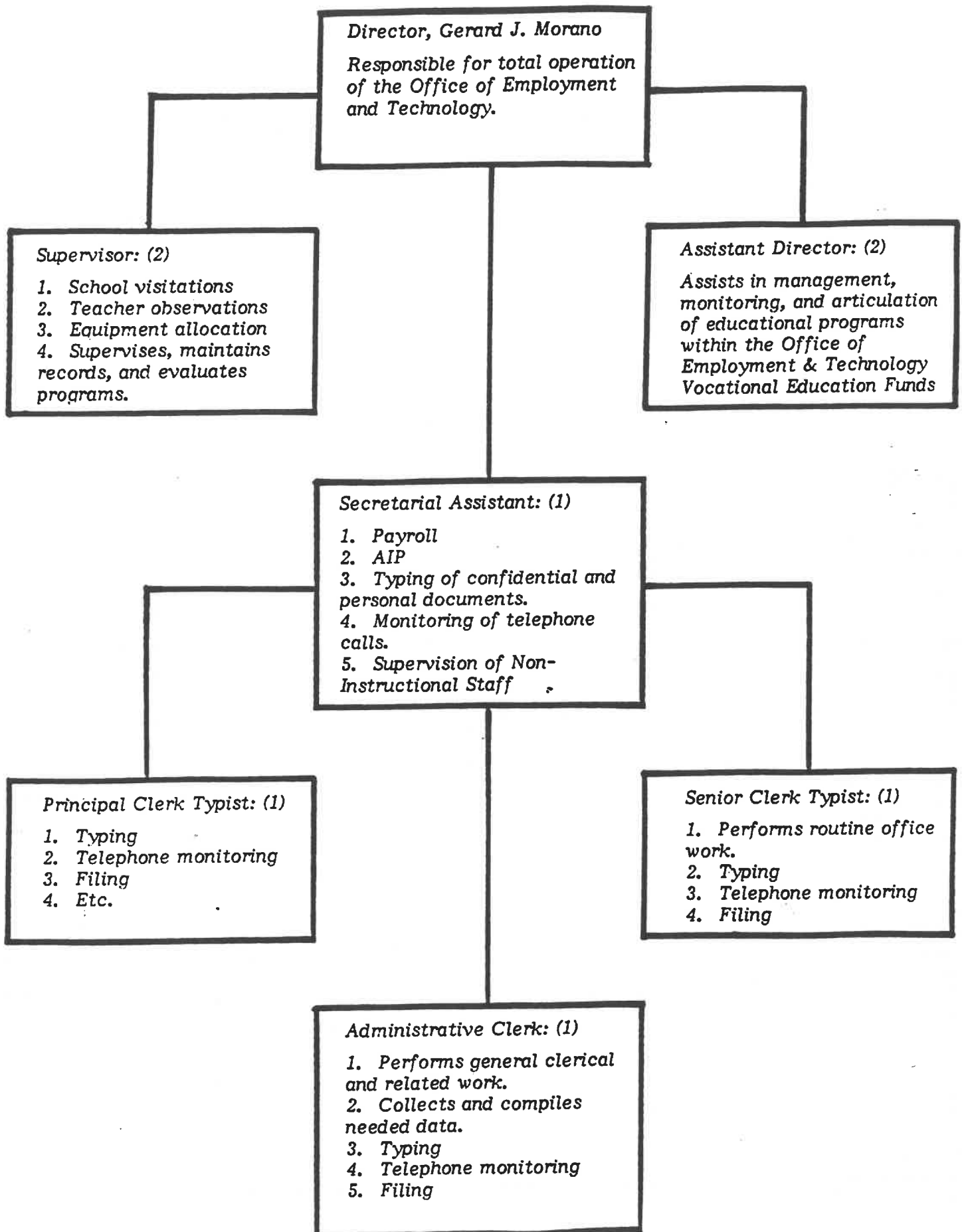
(2)

- (6) Developed a simulated office classroom at Central High School to teach students skills needed in the modern office. All needed equipment, and renovation of the room was donated by the Panasonic Company.
- (7) Developed a program to have business education students nominated and picked as Business Student of the Month at their respective schools. Criteria used includes grades, attendance, performance in class and number of business subjects taken.
- (8) At Montgomery Street School a simulated mini supermarket was installed in a classroom by Supermarkets General. Students are taught the skills needed to work in a supermarket so that Pathmark could hire them to work at one of their sites. Several students were placed on part-time supermarket jobs.
- (9) Received Carl D. Perkins Vocational funds to provide additional simulated office classrooms at West Side High School and East Side High School. Both will provide students with state of the art equipment so as to gain employability skills for the modern office.
- (10) At Montgomery Street School a Nurse's Aide program was established to help prepare students to enter the job field of medical assistant. Students and school personnel are very excited with the opportunities provided. A contract was signed with United Hospital whereby six (6) students receive on-site training three days/week for 12 weeks.
- (11) Created new and modified existing courses at Malcolm X Shabazz High School to establish it as a magnet for schools interested in the technological areas of higher education and employment. State of the art equipment has made courses more interesting and created a new and additional challenge for students.

(3)

- (12) Introduced an Active TV program in 5 schools, 4 elementary and 1 secondary. With this program students will individually respond to pre-programmed audio/video assignments. Plans include expansion of the program to additional sites during the next school year.
- (13) Montgomery Street School was the recipient of a competitive grant in the area of Consumer Homemaking. Carl D. Perkins funds will make it possible for pregnant or parenting students to learn about problems, and practice the management of home and a family.
- (14) The creation and implementation of a career exploration lab in basic skills at Malcolm X Shabazz High School. This lab was made possible by funds provided by the Carl D. Perkins Vocational Education Act. Students have witnessed, through hands-on participation, several career options they are interested in.
- (15) Provided 20 secondary school Business Education teachers inservice training in the usage of the latest computer software. Each teacher viewed 3 days of successful staff development. All workshops were provided by funds under the Carl D. Perkins Act.
- (16) Provided Staff Development training to 25 secondary Basic Skills and Applied Subject Matter teachers. As a result of these workshops, teachers will be motivated to use available curriculum materials prepared by the Office of Employment and Technology on the teaching of Basic Skills through the applied method.

TABLE OF ORGANIZATION
OFFICE OF EMPLOYMENT AND TECHNOLOGY



OFFICE OF MATHEMATICS

OFFICE OF MATHEMATICS

MISSION STATEMENT

Fostering excellence in mathematics education by: promoting a common philosophical theme of mathematics as problem solving, communication and reasoning; providing a curriculum that is relevant to present and future needs, that is designed to ensure a full range of opportunities with maximum expectations; and encouraging the continued study of mathematics, recognizing its role as the foundation for many career opportunities is the mission of the Office of Mathematics.

OFFICE OF MATHEMATICS

OVERVIEW OF OFFICE

RESPONSIBILITIES

The director, assisted by departmental staff, is responsible for providing leadership and supportive services as they relate to mathematics education.

The Office appraises the district of educational trends and established policies at local, state and national levels.

Functioning collaboratively with other departments at central office is key to the success of the mathematics program. Schedules and programs must reflect the coordinated efforts of all departments and offices.

The Office has the ongoing challenge of assessing the existing program via observations, evaluations, monitoring and data analysis, and to make recommendations that ensure the effective implementation of the k-12 mathematics program.

Another essential function of the Office of Mathematics is that of instructional leadership. It is the responsibility of the director to implement a staff development plan to address the identified areas of concern of the instructional staff. The office models demonstration lessons, works collaboratively with the office of Staff Development and the Harold Wilson Staff Development School. The office is also responsible for keeping school based staff informed regarding pertinent conferences and relevant course offerings.

The development of curriculum that is reflective of the needs of the district, mindful of state guidelines and impending testing practices, is a key function of the office. The responsibility of researching, reviewing new materials and textbooks also rests with the Office of Mathematics.

Networking with community and professional organizations often provides added insights and support for change that is so desperately needed in mathematics education. Maintaining a partnership with community groups is a very necessary role of the Office.

Ensuring that only quality persons are hired and that other staffing decisions are based on the needs of children is a priority responsibility of the director.

The Office of Mathematics assumes all leadership responsibilities directly related to mathematics education in the district.

TABLE OF ORGANIZATION
STATISTICAL PROFILE
1991 - 1992

OFFICE OF MATHEMATICS/STAFFING

Instructional Staff:

Director	Marion Bolden
Curriculum Specialists	Gustave Truppo
	Mary Wiggins
Coordinators	Mary Ellen Cignarella
	Vernell Farrand
	Virginia Kennedy
	Lannie Paschall
	Landrea Williams

Non-Instructional:

Secretarial Assistant	Melanie Daniels
	Mamie Pitts

Secondary Developmental Mathematics Teachers

Arts High	6
Barringer Prep.	6
Barringer High	11
Luis Munoz Marin Middle	1
Central High	8
*Chestnut	2
East Side High	14
*Project Redirection	3
Science High	6
University High	6
Weequahic High	11
West Kinney Alternative High	2
West Side High	<u>9</u>
Total	85

Secondary Basic Skills Mathematics Teachers

Total	34
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Mathematics Department Chairpersons

Total	11
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*without chairperson

ACCOMPLISHMENTS

Elementary

1. Developed retesting component for the Mathematics Assessment Program.
2. Developed a series of content specific workshops for 7th and 8th grade mathematics teachers.
3. Conducted a series of cooperative learning manipulative workshops for k-4 teachers.
4. Planned and implemented an Elementary Fair and an elementary component of the Mathematics Olympics.
5. Provided after school inservice courses.
6. Developed and implemented the Intervention School Plan of Action.
7. Provided monitoring teams for all elementary schools.
8. Recruited teachers for the Summer Primes Inservices.
9. Established a district Summer Mathematics Institute.
10. Implemented inservice mathematics curriculum at the Harold Wilson Staff Development School.
11. Conducted EWT parent workshops.
12. Developed 3rd and 6th grade practice tests for the Stanford 8.
13. Initiated establishment of an elementary inservice video library.
14. Provided RCSU inservice in collaboration with the Office of Staff Development.
15. Developed a retesting answer form in collaboration with the Office of Computer Education and Technology.
16. Developed k-8 mathematics curriculum guide in collaboration with Office of Curriculum.

Secondary

1. Developed new curriculum guides for General Mathematics I/II and Trigonometry.
2. Developed district mid-term examinations for General Mathematics, Algebra, Geometry and Trigonometry courses.
3. Used data from mid-term and final exams to develop Instructional Management System profiles for high school mathematics courses.
4. Developed district final examinations for General Mathematics, Algebra, Geometry and Trigonometry courses.
5. Put on-line the final examinations for Algebra I and II and General Mathematics with the Instructional Management System.
6. Recruited math certified teachers to service basic skills students in the high school.
7. Developed new ISIP to align with the Eleventh Grade HSPT and 9th and 10th grade developmental programs in collaboration with Special Projects.
8. Conducted a series of secondary workshops on half-day closings.
9. Conducted the Mathematics Olympics.
10. Provided mathematics book scholarships to all high schools in collaboration with the Newark Association of Mathematics Educators.
11. Provided an after school inservice course on the use of the TI-81 graphing calculator.
12. Provided graphing overhead calculators to all high schools.
13. Implemented and monitored new curriculum.

General

1. Was successful in the recruitment of quality mathematics teachers.
2. Maintained collaboration with locally based professional organizations.
3. Maintained active participation on both the National Council of Teachers of Mathematics and the Association of Mathematics Teachers of New Jersey.
4. Disseminated relevant information to appropriate personnel.

OFFICE OF MUSIC EDUCATION

Music Education
Statistical Profile

Number of Vocal Teachers Elementary	<u>25</u>
Number of Vocal Teachers Secondary	<u>16</u>
Number of Vocal Teachers Itinerant	<u>23</u>
Number of Instrumental Teachers Elementary	<u>3</u>
Number of Instrumental Teachers Secondary	<u>12</u>
Number of Instrumental Teachers Itinerant	<u>25</u>
Number of Secondary Accompanists	<u>2</u>
Number of Itinerant Accompanists (Sec/Elem)	<u>5</u>
Total Budget Office of Music Education	<u>\$2,748,114.</u>

Mission Statement

Overview of Office

From Quarterly Report - Accomplishments

Table of Organization

MISSION STATEMENT

The mission of the Office of Music Education is to provide programs and supportive services in music education to students and teachers in the Newark School District.

Aware of the various abilities and ethnicities of students, the Office of Music Education is committed to the development and implementation of music programs which will effectively guide them in performing, reading, creating, listening, describing, and valuing.

The provision of programs in this area of study contributes not only to the aesthetic and intellectual development of students, but additionally to their general well being and the overall quality of their lives.

OVERVIEW OF OFFICE

The Office of Music Education provides supportive services for music programs, i.e., supervision of instruction, resources, program implementation, curriculum development, textbook selection, staff assignment, community resources, advisement, and in-service activities for staff development.

Vocal and classroom music is taught in all Newark elementary schools, Pre-K - 8. Instrumental music classes, with few exceptions, are taught in schools beginning in grades 4 through 8. Third grade students who exhibit exceptional interest or ability combined with sufficient evidence of physical development, may be placed in instrumental music classes.

The development of music performance ensembles, choruses, string orchestras and wind ensembles is strongly encouraged.

Acquisition of materials and supplies is provided from funds made available from each school's per capita budget.

Annual projects sponsored by the Office of Music Education:

1. Various Secondary Music Festivals.
2. Teen Arts Festival.
3. All-City Elementary Festival.
4. Holiday presentation at Board of Education Offices.

The Office of Music Education has made use of community resources through the use of the following organizations:

1. Arts Power.
2. N.J. Symphony Orchestra - Young Peoples Concert series.
3. N.J. Ballet Company program in schools with follow-up Symphony Hall presentation.
4. African-American Day Parade participation.
5. Puerto Rican Statewide Parade.
6. Garden State Ballet.

Special projects under the auspices of the Office of Music Education include the participation of students and teachers in:

1. Region I Secondary Choral (competitive).
2. Region I Jr. High School Choral (competitive).
3. All-State Chorus (high school competitive).

ACCOMPLISHMENTS

1. Culminating activities for elementary vocal and instrumental students completed.
2. Processing of advance orders of musical instruments and supplies completed.
3. Provided staff development for itinerant and full-time elementary and secondary vocal and instrumental music teachers.
4. Completion of vocal training for all elementary and middle school vocal music teachers.
5. Completion of Music Infusion/Reading Program.
6. Completion of Elementary Music Curriculum Guide, K-8.
7. Established band camps at each comprehensive high school.
8. On-site inspection of musical instruments and equipment.

TABLE OF ORGANIZATION

John Murez, Jr., Acting Director
Virginia Revie, Secretarial Assistant
Maria Moreno, Principal Clerk/Steno
Linda Pride, Word Processor Operator

OFFICE OF READING AND LANGUAGE ARTS

END OF YEAR REPORT

OFFICE OF READING AND LANGUAGE ARTS
DIVISION OF EDUCATIONAL SERVICES
NEWARK BOARD OF EDUCATION
NEWARK, NEW JERSEY

JULY 1992

Prepared by

Harry Laub
Director

MISSION STATEMENT

The Office of Reading and Language Arts will strive to insure that all students in the Newark School District will achieve their highest potential in terms of reading, writing and related language abilities. This will be accomplished through appropriate monitoring and support activities that will bring together the needs of the students, community, teachers, administrators and schools. Included will be staff development, program development, consultation and monitoring.

Number of English teachers (602)	111, assigned to high schools, some may be in Basic Skills
Number of English chairs (644)	12
Number of remedial reading teachers (618)	21, some may be in Basic Skills
Number of classroom teachers (600)	1,237, all of whom use Macmillan Connections

Overview Of Office

The staff of the Office of Reading and Language Arts for the 1991-92 school year consisted of a director, a special projects curriculum specialist and two special projects reading coordinators. In June 1992, a special projects coordinator, assigned to work in the high school, was assigned to the office.

This office focused on the following activities for the 1991-92 school year:

1. Ongoing development of the elementary reading program.
2. Professional development as regards the reading program.
3. High school instruction. Implementation of a high school literature series.

1. The Elementary Reading Program. Three major thrusts were undertaken this year. First was the development and implementation of the strategies program. This program is an extension of the Comprehension and Vocabulary Strategies found in the Teacher Resource Kits. A reading strategy is a behavior that a competent reader uses to gain meaning from text. A reading skill is the identification of some piece of the text that helps in understanding the text. An example of a strategy is an activation guide, which encourages the reader to identify some known concepts with new ideas being introduced in the reading. An example of a skill is identifying the main idea of a passage. Traditionally, reading instruction has focused on skills. The strategies program was developed by a group of basic skills teachers. The three components are the (1) Reading Express strategies, to be used in conjunction with the Basic Skills program, (2) the bilingual strategies, to be used in a child's native language and (3) generic strategies, models to be used with any reading material. In conjunction with the strategies program a unique training model was developed. Rather than just introduce the concept of strategic teaching and learning, participants in workshops actually developed their own strategies that could be taken back to the classroom and used. These were also collected, edited and disseminated to all basic skills teachers. Intense training in strategic reading was given to all elementary basic skills teachers. Plans are currently under development in order to train classroom teachers.

The second thrust was the integration of the reading and testing programs. For the Early Warning Test all 8th grade teachers were given a full day session during which an overview of the new tests were presented, as well as some suggestions for teaching strategies. For the Stanford 8 test, packages of information were put together for grades 1 to 8 that showed the similarities and differences between the new test format and the assessment test format. This packet was also correlated to the strategies program, with teachers being shown how to use strategies. Also for the Stanford 8 a unique correlation was developed as a co-project between the district and the publisher. This project correlated the skills tested with the reading series by story. In this way the teachers are easily able to organize instruction that supports tested objectives.

The third thrust this year came in the area of assisting schools in need (i.e, intervention schools). Initially the department set up a plan where teachers in the intervention schools were inserviced based on need. The inservice took place in two phases--first, grade by grade workshops were held. Secondly, teachers were supported in their classrooms by reading/language arts staff members who coached them as they implemented the strategies from the workshops. In April a comprehensive district effort was formulated to work in the intervention schools. In this model Reading/Language Arts staff members trained resource teachers in the strategic teaching model, and then provided support in each of the four intervention schools they were assigned.

2. Professional Development. In addition to the ongoing school by school workshops conducted by the Reading/Language Arts staff, two programs of note occurred. First was the Speakers Program. These were bimonthly meetings where leaders in the field of reading and language education were invited to speak to our school reading committees. Between 175 and 200 teachers and administrators attended each of the six sessions held in Centennial Hall of the Newark Public Library. Topics covered included Teaching Reading Through Literature, Building Self-esteem Through Reading, Thematic Units in Teaching Reading, Writing Through Reading and Funded Programs.

We were also involved in the Literacy Curriculum Network, sponsored by Rutgers University under the leadership of Dr. Dorothy Strickland. The Network provided an opportunity for members to network with each other and to hear presentations from leaders in the field. After school workshops were also offered to teachers from participating districts.

3. High Schools. This year a uniform English series, Prentice Hall Literature, was implemented in the secondary schools. In order to create uniformity in the English curriculum, an outline guide was prepared that set minimum selections to be covered at each grade level. Teachers were asked to complete a pacing guide based on the needs of their own classes. The evaluation for this program was conducted through midyear and final exams, made up through a partnership between the district and the publisher.

These exams mirror the format of the HSPT 11. Based on feedback from teachers, refinements were made in the outline guide. The experiences of the first year's implementation is forming the basis for the summer curriculum committee to develop a meaningful curriculum. This curriculum takes into account the State mandated core course proficiencies, the requirements of the HSPT 11 as well the material covered in the literature series.

Quarterly Reports. Below are the accomplishments listed in the Quarterly Reports and submitted to the Superintendent:

Accomplishments: (October 1991)

1. All high school students have received a new, uniform literature text. Teachers have attended an initial preservice and will continue to have monthly in-service meetings. An outline guide, prepared by this office, has been distributed to all teachers outlining the material that is expected to be covered by midyear.
2. A summer curriculum committee has developed a detailed outline of the reading/language arts component of the Staff Development School.
3. Over a hundred lesson plans, developed through a joint effort of the Offices of Reading/Language Arts and Special Projects, have been printed, introduced and distributed to Basic Skills Teachers around the district.

Accomplishments: (January 1992)

1. All high school students are currently being taught from the Prentice Hall Literature series at the appropriate grade level. Teachers are following a uniform guide so that all students receive similar instruction. Evaluation will be in the form of a uniform midyear exam.
2. Reading/Language Arts staff are assigned to schools selected by the AES as intervention schools. In these schools they coach individual teachers, conduct grade and faculty conferences and generally work with staff to upgrade the reading/language arts program.
3. Ongoing district-wide staff development is continuing. A turnkey session was held for all elementary schools in which instructional strategies for the Quarterly Assessment Tests, The Stanford 8 Test and The Early Warning Test were discussed. A grade-by-grade correlation that covered both content and test formats between the Assessment Tests and The Stanford 8 was distributed to each school. Two presentations of the Speakers Program were held. An audience of close to 200 teachers and administrators heard presentations on using literature to teach reading and the role of language in self-esteem development.

Accomplishment: (April 1992)

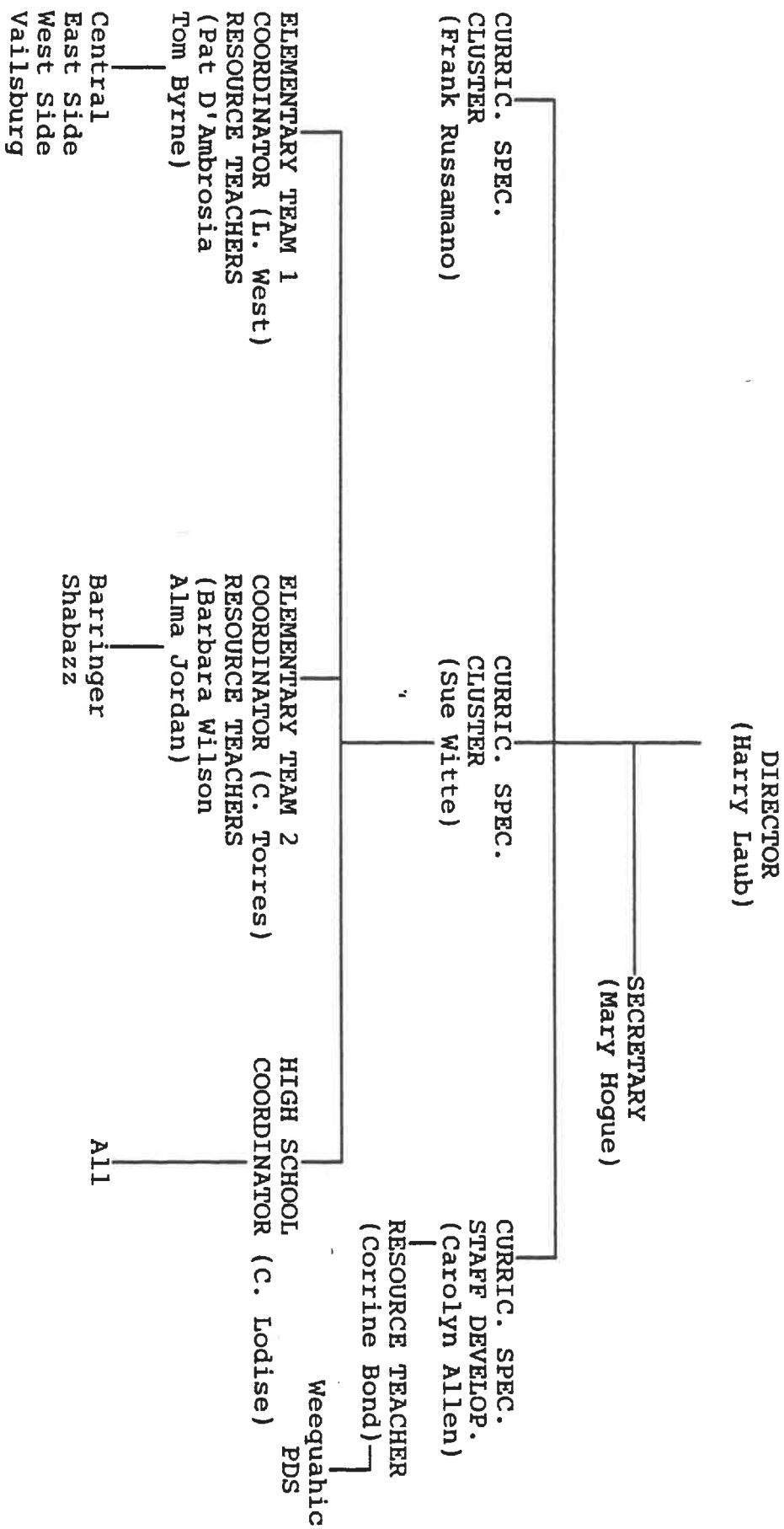
1. Second semester high school English outline guide was revised based on teacher feedback. It was distributed and is currently being used in all high school English classes.
2. English final exams have been completed. They are expected to be distributed by the first week in May.
3. Workshops have been conducted in various intervention schools by Reading/Language Arts staff. Training of resource teachers has occurred. These teachers will be assigned to the intervention schools to work one-on-one with third and sixth grade teachers.
4. All 8th grade teachers have attended workshops designed to help with the integration of reading and writing instruction with preparing for the Early Warning Tests in Reading and Writing.
5. Reading turnkey trainers have attended Speaker's Program sessions on alternate forms of assessing student progress, thematic teaching and teaching writing.

TABLE OF ORGANIZATION

OFFICE OF READING/LANGUAGE ARTS

Harry Laub	Director
Carolyn Allen	Curriculum Specialist (Special Projects)
Lorraine West	Reading Coordinator (Special Projects)
Carmen Torres	Reading Coordinator (Special Projects)
Carol Lodise	Reading Coordinator, assigned to high school (Special Projects)

OFFICE OF READING AND LANGUAGE ARTS
 ORGANIZATION CHART
 1992 - 1993



OFFICE OF SPECIAL PROJECTS

Special Projects
Statistical Profile

Number of BSI Teachers Elementary	<u>252</u>
Number of BSI Teachers Secondary	<u>77</u>
Number of Reading/Writing Teachers	<u>28</u>
Number of Math Teachers	<u>33</u>
Number of Teacher Aides	<u>244</u>
Number of Project Coordinators	<u>75</u>
Number of Supervisors	<u>18</u>
Number of Teachers trained (to date) ITIP	<u>2,796</u>
	Chapter I \$33,603,708
	QEA \$15,410,072
Total Budget	<u>\$49,013,780</u>

Mission Statement

Overview of Programs - highlight special programs, i.e., Immersion, Applied Basic Skills, ITIP, etc.

From Quarterly Report - Accomplishments

Table of Organization

OFFICE OF SPECIAL PROJECTS

Statistical Profile

Mission Statement

The Office of Special Projects believes that all learners regardless of their current academic standing can make significant gains in school performance. We are committed to provide consistent supplemental instruction to all students in need of service. Furthermore, when this instruction is focused and provided in small group or individual settings our probability for success is maximized. Our office will set in place all necessary resources which afford youngsters the opportunity to be successful.

Accomplishments

Fourth Quarter

Submitted the Basic Skills Application for FY 92-93 for Board approval.

The instructional focus was disseminated to the project coordinators for the summer.

Third Quarter

Contract for the Parent Resource Center-signature pending attorney review.

Completed projections for the summer program and programs for 1992-1993.

The following programs enhance the delivery of Chapter I services in reading, writing or mathematics through their unique features. Included are brief descriptions.

APPLIED BASIC SKILLS PROGRAM

Students in 11 high schools can participate in this project. The schools will match Practical Arts and Business classes with Basic Skills classes. These classes will be half-year courses with appropriate half year curricula. Selected students will be challenged to pass the H.S.P.T. at mid year, while accumulating course credits to meet graduation requirements.

Students will attend a Basic Skills class two (2) days a week and a Practical Arts or Business class three (3) days a week. On alternating weeks the students will attend the Basic Skills class for three (3) days and the Practical Arts or Business class two (2) days. Students will take the knowledge and comprehension gained in the Basic Skills class and apply the skills in a meaningful situation. As students practice basic skills in everyday work situations, the probability that retention takes place is increased.

Teachers in the applied subject area benefit from the matching of courses. These teachers should spend less time remediating basic skills and more time teaching content area skills. Basic Skills teachers will use the I.S.I.P. as the basic tool for instruction. Deficient skills will be taught in alignment with the content area teacher.

Students within a range of scores below the MLP will be selected by school staff. Identified teachers from the developmental and Basic Skills program will receive in-service training in preparation for program implementation.

Developmental teachers will share course proficiencies with Basic Skills teachers in order to match appropriate H.S.P.T. skills. Useful instructional materials will be reviewed for use in both classes. Developmental and supplemental teachers will share common preparation periods to map instructional strategies and maintain student records.

SCHOOL/COLLEGE CLUSTER COLLABORATION PLAN

In order for students to learn concepts and develop proficiency in reading, language, mathematics and higher order thinking skills, the educators who teach must work in concert with one another. To this end a cluster concept has been established. There are seven (7) comprehensive clusters. Each cluster includes at least one (1) high school and all the elementary schools that feed/send students to that high school. In addition, each cluster has a partnership with a local college or university.

The clusters provide and structure collaboration for instruction improvement. The BSI staff facilitates the activities and provides support among the cluster schools and between the college/university and those schools. Periodically, throughout the school year, cluster meetings are held for administrators and teachers. Information is provided regarding trends and problematic instructional areas. Analysis of test scores are reviewed and approaches for improvement are planned. Teachers are provided numerous opportunities for inservice in response to the instructional concerns raised by test data, parents, administrators and teachers. Workshops are planned and presented to identify specific instructional strategies to improve student performance in an identified basic skills area. These workshops have grade level appropriate examples, strategies and activities. Materials used in the developmental and Basic Skills Program are referenced.

Workshop topics include but are not limited to:

Math Triad	• Learning Styles
Test Taking Strategies	Writing Across the Content Areas
The Writing Process	Student Team Learning
Registered Holistic Scoring	Thinking/The Learning Connection
Developing Math Skills	Reading/Writing - The Natural Link
Cooperative Learning	

GOALS FOR YOUTH

Goals for Youth is a program designed to counsel students who are potential high school drop-outs as a result of low self-image, poor attitude toward school and lack of motivation to succeed. The program will bring together these students with professional athletes and other successful role models in a counseling relationship. A goal setting model is developed which will assist the students in making decisions about schooling/social experiences. Job related activities will assist the participants in developing positive self-image and attitudes about themselves.

Approximately sixty (60) Chapter I students will be selected to participate in the program by recommendation of the school principal, guidance counselor and teacher. Parental consent, in addition to the other criteria described, will be required prior to these students being included in the program. Parents will be actively involved in the process and will be required to be in contact with the coach counselor.

Participants attend a state-wide awards ceremony to be held at the conclusion of the program. The Newark BSIP will enter into a formal contract with the Gloucester County Educational Service Commission to provide overall planning, implementation, evaluation and all related services necessary to carry out the objectives of the program.

The Goals for Youth Program is an extension of the concept and aligned with the objectives of the program presently being promulgated by the New Jersey State Department of Education.

TAKE-HOME COMPUTER PROGRAM

The take-home computer program will operate at two (2) schools during the school year. Under this program, thirty (30) Apple IIe computers and software are provided to each of the two schools. The overall purpose of this program is to engage youngsters in grades K through 8, as well as their parents, in supplemental computer and workbook activities designed to improve student acquisition of basic skills in reading and mathematics. By extending these activities into the home, students increase their time on task in basic skills instruction. Moreover, parents gain a better understanding of how their children learn; what motivates their children; and ways in which parents can facilitate the learning process.

At each of the two schools, the thirty (30) computers are distributed to basic skills students in grade K through 8 for ten weeks at a time. At the end of this ten-week cycle, the computers are returned to the school, where they are checked and redistributed to another group of thirty (30) students. Approximately one hundred twenty (120) student in each of the two schools will participate in the program each year. Each time the computers are sent home, parents of the students receiving the computers are given instruction in how to connect the computer to their television set; how to use and care for the computer and software; and how the computer can help them as parents to become more active partners in their children's education.

A management system will allow the program coordinator to plan interim check-up testing, monitor progress, generate prescriptions specific to students' individualized needs, collect academic growth data and provide parents with a depiction of the student's progress.

A minimum of four (4) days of staff and parent training will be provided to assist in the implementation of the program.

Consulting and technical support will be provided to ensure that the program operates fully and effectively throughout its implementation.

STAFF DEVELOPMENT

The purpose of this staff development project is to provide a comprehensive training program for teachers and teacher aides (developmental and supplemental staff) who service BSI students. These training sessions will provide an opportunity for the instructional and paraprofessional staff to acquire in-depth knowledge and skills in the areas of effective teaching. The goal is to improve the quality of instruction in order to impact on student learning outcomes.

Program Design:

One of the district's thrusts to accomplish this mission is the implementation of Instructional Theory Into Practice (ITIP) and Aide-ing in Education. These staff development models are derived from the effective teaching research and the work of Dr. Madeline Hunter. They are based on the observation of thousands of teachers and paraprofessionals in action and have been validated by application and practice.

ITIP is a research based framework of instructional skills which enables teachers to bring to a conscious level those behaviors that affect student outcomes.

The training model examines teaching strategies that teachers should consider when planning and delivering instruction. The course content is extended to increase and clarify a teacher's understanding of the elements of effective teaching:

- * How do I diagnose my students before instruction?
- * What are the considerations for designing effective lessons in order to maximize time on task?
- * How do I focus students on the learning?
- * How do I design effective class participation for maximum student involvement?
- * How do I check for understanding in order to make alterations in my teaching?
- * What strategies can I use to assist my students in remembering?
- * What strategies can I use to increase higher level thinking skills?
- * How can I increase the probability of the transfer of learning?
- * How do I respond to my students efforts?
- * What are the interrelationships of the essential teaching skills?

Aide-ing in Education is a staff development model design to assist paraprofessionals as they work with teachers on engaging the students in the learning process. This, in turn, affects the students' rate and degree of learning.

One of the most important factors in a student's successful learning is his motivation to learn; how hard he will try.

Our goal is for students to be self-motivated to succeed. To reach that goal, we can begin to motivate from the outside. Aides have a big impact on that.

The training model examines the variables of motivation theory and generates examples for use in the classroom. It is also an opportunity to share theories, strategies and methods to enhance the education of our children.

Teacher aides will receive inservice sessions in the areas of:

- * Child Development
- * Teacher/Teacher Aide Relationship
- * Teacher Aide/Child Relationship
- * Group Management
- * Assertive Discipline

Parents will also participate in training session. The topics that will be offered include:

- * Parenting Skills
- * Child Development
- * Home/School Connection
- * Parent and School Responsibilities in the Education of Children
- * Drop-Out Prevention
- * Substance Abuse Awareness Session
- * The Adolescent Student

Staff development and parent training is on-going and requires follow-up.

Additional support will also be provided to schools that have been identified, by virtue of the students' achievement, as intervention schools.

Staff at these schools will receive staff development on effective strategies in whole language, mathematics and cursive writing. Through peer coaching, they will experience the process of conducting self-analysis of their lessons and based on that analysis, make conscious decisions about teaching strategies that will engage the learner's mind on the learning and increase the rate of degree of the original learning, retention and transfer.

Demonstration lessons will be another vehicle for modeling the use of the essential elements of instruction and using cognitive approaches to teach higher order thinking skills to educationally disadvantaged and language minority students.

Twenty-one resource teachers will provide the training and follow-up to the instructional staff through peer coaching and demo lessons. They will also work with the paraprofessionals as they consciously implement those strategies that will impact on the learner. Their work with the parents will also be on-going.

These individuals are a cadre of highly qualified and knowledgeable teachers who have been working as peer coaches for the last six years. During that time they have interacted with over 2,500 teachers.

It is expected that as a result of this focus on the on-going professional growth of the instructional staff, paraprofessionals and parents, the students will make gains in reading, writing and math and that those gains will also be reflected on the students' performance in the other content areas.

PARENT RESOURCE CENTER

GOALS

- To increase the direct impact parents have on their children's learning.
- To develop study skills in students who attend the center.
- To teach teachers, parents, aides, and students how to work as a team to reach an educational objective.
- To continue parent involvement through the Chapter 1 District Advisory Council.

OBJECTIVES

1. Parents will be able to instruct their children in reading, writing, and math at home.
2. Parents will become more knowledgeable and learn how to use resources to assist their children to learn at home.
3. Parents will become more familiar with the role that technology plays in education.
4. Parents will develop and enhance their abilities in the areas of reading, writing, math, computer technology, child development and time management.
5. Parents will be guided, while at the Resource Center, on how to tutor their children.
6. Parents will enhance their abilities to involve themselves in various school educational activities.
7. Parents and their children will be involved in activities to enhance their lives through educational enrichment activities, such as; trips to museums, libraries, theaters, cultural centers, etc.

HISTORICAL BACKGROUND

During the last five (5) years with the support and encouragement of the Board of Education, the Administration, (together with input from) Parent Teacher Associations, District Advisory Council, and School Improvement Teams, there has been some success in involving more parents in the education of their children. Research has shown that students' success is correlated to parent participation in the educational process. A cooperative effort with the Board of Education and the Chapter 1 District Parent Advisory Council has been developed to create a plan to continue to improve parent participation in the educational process. This effort has resulted in an idea to create a Parent Resource Center.

Since the inception of the idea of a Parent Resource Center, a contingency of staff and parents have held many meetings to delineate the needs of parents in the Newark School District and a plan to address them.

During those meetings an outline of how best to address those needs was formulated. This contingency reviewed program models of several Parent Resource Centers in the country, such as in Detroit, Michigan, South Carolina, Washington, D.C., Buffalo, New York, and several others. After reviewing these program models, it was determined that the Buffalo model met the identified need in our community.

The committee visited the Parent Resource Center in Buffalo to ascertain more details and to observe their center in operation on a first-hand basis. Upon returning to Newark, the committee developed a comprehensive plan which would address the needs of parents of school age as well as pre-school age children.

The following is an abstract of Newark's version, envisioned for a Parent Resource Center.

ABSTRACT

The Parent Resource Center will have a Board of Directors which will oversee and set policy for the operation of the center. The directors and parents will meet with the staff regularly to discuss all operations. The center will have a focal point of educating parents through programs such as; Even Start, Computer Literacy, Adult Literacy, Alternative Education for At Risk Students and Parents, and Parent/Child Interaction. The Parent Resource Center will schedule seminars and workshops during the day that will bring together teachers, aides, parents and students to develop a better coordinated working relationship among this educational team. These activities will be conducted by staff members and consultants as needed.

A typical day will begin at 9:00 a.m. when Class A from School B will be transported to the Parent Resource Center along with selected parents, teachers, and aides. The students' Individual Student Improvement Plan will be programmed into the computer lab to provide the instruction for the school day to continue. The teachers, aides and parents will develop skills to help them work together cooperatively to improve the learning process. This educational team will also work with the students in the computer lab and other instructional areas to practice what they have learned in the workshop classes. Class A and this educational team will then be transported back to their home school by 3:00 p.m.

Homework telephone hot lines will be set up (between 3:30 p.m. - 5:30 p.m.). Students will be encouraged to utilize the center to do their homework. Tutoring will be provided. Identified At Risk students will be involved in supportive activities.

From 6:30 p.m. - 8:30 p.m. parents and their child/children will be picked up from their homes and transported to the center to engage in activities such as; homework completion, skill remediation, and skill reinforcement with their child/children. These activities will include Computer Assisted Instruction, Teacher Directed Instruction, and Aide Directed Instruction.

Inservices, seminars, workshops, classes, and recreational activities will be scheduled at different times during the day to accommodate the various schedules of parents.

(3)

There will be a coordination with Adult Education to provide adult literacy classes to help strengthen their skills in the core subjects. These sessions will be interwoven amongst the program offerings.

Since our parents and students are from many cultural backgrounds and speak different languages, we will also provide all activities in languages other than English.

The location of the Parent Resource Center will be in the downtown area of Newark. This will allow parents and students access to public transportation as well as better coordination for transportation provided by the center when picking up parents and students and returning them to their homes. The downtown area also provides access to the proposed cultural center, Symphony Hall, the Newark Library, Newark Museum, and Institutions of higher education such as Rutgers University, New Jersey Institute of Technology, Essex County College. These institutions can serve as resource agencies for parents who are motivated to continue their education.

To increase parent participation at the local school, the center will divide the city's schools, including private schools, into six (6) areas. Staff from the center will assist the schools by:

- a. decentralizing many of the workshops and inservices
- b. visiting parents' homes
- c. being a liaison between school and center
- d. arranging for computers to be borrowed from the center for home instruction
- e. organizing and holding area meetings with area parent chairpersons
- f. training and motivating parents

All of the activities for the Chapter 1 District Advisory Council, i.e., meeting training correspondence, etc., will continue to be implemented and coordinated by the Resource Center.

Another advantage of this center would be to integrate the various racial and ethnic groups who make up the population of Newark. Activities will be planned at the Parent Resource Center to include parents and students from various sections of the city so that community spirit and understanding can be fostered. Awareness of cultural and ethnic diversity may be a vehicle for raising sensitivity towards others.

Staffing of the center will consist of central office staff, teachers, teacher aides, civil service employees, and part-time tutors. Consultants may be hired as needed. Staff members will work as a unified group to reach the goals as set forth.

(4)

This resource facility must be housed in a location which would allow the following needs to be met.

The center will:

1. Have an information Center
 - a. school programs
 - b. government services
 - c. community agencies
 - d. other, i.e., hotline
2. Enhance parents' skills
 - a. computers
 - b. science
 - c. math
 - d. reading/writing
 - e. boardmanship
3. Provide pre-school activities for the children of parents who attend the center
 - a. Instructor
 - b. Teacher aide
4. Have recreational activities
 - a. painting
 - b. sewing
 - c. aerobics
 - d. ceramics
 - e. Instructor - para-professional and/or professional
5. Provide for bilingual/multicultural needs
6. Have a parent library with lending service (books, games, tapes, computers, etc.)
7. Have a social service component
8. Have tutorial services - college students' program
9. Have a parent career ladder program
 - a. career guidance
 - b. Including SAT preparation, if appropriate
10. Provide for Educational Enrichment Activities

The school assignments are as follows:

Mel Marech

Malcolm X Shabazz
Bergen Street
Belmont-Runyon
Dayton Street
Madison Avenue
Miller Street
Louise A. Spencer

Anthony Manochio

West Side High
Thirteenth Avenue
Camden Street
Camden Middle
University High
Harriet Tubman
Boylan

Nancy DiComo

Alexander Street
Speedway Avenue
Lincoln
West Kinney
Branch Brook
Abington
First Avenue
Broadway Elementary

Barbara Coleman

Chestnut
Vailsburg Middle
Mt. Vernon
So. Seventeenth Street
Bragaw Avenue
Roberto Clemente

Marilyn Crincoli

Weequahic High
Hawthorne Avenue
Peshine Avenue
Maple and Maple Annex
Chancellor and Chancellor Annex
George Washington Carver

Lorenzo Grant

Arts High
Elliott Street
Dr. William H. Horton
McKinley
Mt. Pleasant/Arlington
Barringer High School
Roseville

Mary Mavilla

Luis Munoz Marin Middle
Dr. Martin Luther King, Jr.
Barringer Prep.
Sussex Avenue
Franklin
Ridge Street

Joanne Harz

East Side High
Ann Street
Hawkins Street
Lafayette Street
Oliver Street
Science High
South Street
Wilson Avenue

Dori Brownlee

Central High
Burnet Street
Cleveland
Eighteenth Avenue
Newton Street
Quitman Street
Warren Street
Project Re-Direction/Project Link
Morton Street

Coaching Assignments

<u>Curriculum Specialist</u>	<u>School(s)</u>	<u>Number of Teachers</u>
Jane Pocknett	So. 17th Street	5
Frank Russomanno	Peshine Avenue	4
	Maple Avenue & Annex	3
Barbara Ervin	Dr. Martin L. King, Jr.	3
	Sussex Avenue	1
James Suite	William H. Horton	1
	Avon	6
Susan Witte	Mt. Vernon	4
	Morton	6

Cluster Assignments

James L. Suite	Malcolm X Shabazz Cluster
Jane Pocknett	Vailsburg & West Side Cluster
Frank Russomanno	Weequahic Cluster
Barbara Ervin	Barringer Cluster
Susan Witte	Central & East Side Cluster

OFFICE OF STAFF DEVELOPMENT

Office of Staff Development
Statistical Profile

Total Staff	<u>16</u>
	<u>\$ 310,026 EO</u>
	<u>\$ 797,326 SAL</u>
Total Budget	<u>\$1,107,352</u>

MISSION STATEMENT

The Newark Board of Education commits itself to the improvement of teaching and learning.

All teaching staff members, as well as the District's support staff, deeply believe that all our children can learn, and will do whatever is necessary in their job categories to ensure that our **students'** potential to learn is realized.

The Office of Staff Development will provide staff development opportunities for all Board employees. Program priorities will be consistent with goals and objectives identified by the Newark School District.

NEWARK BOARD OF EDUCATION

STAFF DEVELOPMENT PROGRAM - POLICY

An ongoing staff development program is an essential component of the educational process.

The Newark Board of Education has established the Office of Staff Development as the "primary" source of staff development programs for the district.

It is the function of the Office of Staff Development to provide staff development opportunities/resources for all Board employees (instructional and support staff and to assist in the coordination of staff development programs and activities of other units/offices/divisions.

ALL STAFF DEVELOPMENT PROGRAMS IMPLEMENTED IN THE NEWARK SCHOOL DISTRICT SHOULD MEET THE FOLLOWING CRITERIA:

All district staff development programs must reflect the philosophy, goals and objectives of the district.

All district staff development programs must be coordinated with the Office of Staff Development.

All district staff development programs must indicate an assessment process and identify needs to be addressed by the staff development program/activity.

All district staff development programs must have clearly defined objectives/outcomes and a system for evaluation, feedback, follow-up and maintenance.

All district staff development programs must involve collaboration with the appropriate administrators, supervisors and employees in the following process:

- * Assessment
- * Needs Identification
- * Development of Objectives
- * Program Planning (Input)
- * Program Implementation
 - * Skill/Application
 - * Monitoring - Coaching
 - * Evaluation and Feedback
 - * Skill Application Maintenance

OFFICE OF STAFF DEVELOPMENT

ACCOMPLISHMENTS 1991 - 1992

Instructional Programs

I. Educational Improvement Plan (EIP) Workshops:

(Teachers/Learning Consultants/Guidance Counselors)	
.Classroom Management	5/12, 5/13, 5/20, 5/22 '92
.Cooperative Learning	5/27, 5/28 '92
.Critical Thinking	5/18, 5/19 '92
.Learning Styles/Motv. Thry.	4/9, 4/14, 5/11 '92
.Elements of Instructions	4/1, 5/2 '92

II. Inservice Courses for Board Employees (Instructional) 10 weeks 3:30 - 5:30 p.m.

.Debate as an Instructional Tool	Mon. - 3/9/92 - 5/18/92
.Effective Schools	" " "
.Teacher Expectation Student Achievement (TESA)	" " "
.Substance Abuse in the Schools	" " "
.Teaching Language Expression Through Storytelling Pre K-8	Tues. - 3/10 - 5/19/92
.Functional Spanish	" " "
.Math Content Area/ Curriculum Gr. 5-8	Wed. - 3/11/92 - 5/20/92
.Graphing Calculator	" " "
.Test Analyses/ Instructional Strategies	" " "
.Writing Capturing the Power of Words	" " "
.Make and Take, Gr. K-4	Thurs. - 3/12/92 - 5/21/92
.Science For the Elementary School Teachers	" " "
.Writing/Word Processing in the Classroom	" " "
.Proposal Writing	" " "

OFFICE OF STAFF DEVELOPMENT ACCOMPLISHMENTS 1991 - 1992 CONTD.:

III. Orientation Programs

.New Administrators	February 26 & April 29, 1992
.Substitute Teachers	August 1991 - January, 1992 (weekly)
.New Teachers' Program:	
.General Sessions	Sept. 1991 - Dec. 1991
.New Teachers'	April 29, 1992
Inservice Courses	Fall 1991 - Spring 1992
(2 sessions)	

IV. Prof. Barrett's Math Staff Development Program

Participating Schools:	September '91 - June '92 Ongoing (minimum 4 visits per month per school)
Bergen Street K - 4	
Chancellor Annex	
Cleveland School	
Clinton Avenue	
McKinley School	
Morton Street School	

V. Social Studies Staff Development Programs - Contributions of African-Americans

- A. Contributions of African-Americans to the History and Culture of Newark
Lecture Clement Price - May 5, 1992
Bus Tour " May 13, 1992
Participants: Grade 3 Teachers
- B. Contributions of African-Americans to the History and Culture of New Jersey
Lecture Giles Wright - May 8, 1992
Bus Tour " May 14, 1992
Participants: Grade 4 Teachers
- C. Contributions of African-Americans to Science & Math
Ivan Van Sertima - December 20, 1991
January 20, 1992
Participants: Secondary Social Studies Teachers, Math and Science Department Heads
- D. Inservice -
Dr. Martin L. King, Jr. Celebration - January 17, 1992
Rev. William T. Watley

OFFICE OF STAFF DEVELOPMENT
ACCOMPLISHMENTS 1991 - 1992

Non-Instructional Programs

- | | |
|---|---|
| I. Bus Attendants' Annual Orientation Program | April 20, 21, 22, 23 & 24, 1992 |
| II. Boiler Safety Inservice Program | June 30, 1992 |
| III. Cafeteria Services Annual Orientation Program for Employees with Six Years of Service or Less | April 20, 21, 22, 23, 1992 |
| IV. Custodial Service Inservice Training | April 24, 1992 |
| V. Inservice Courses for Board Employees Including: <ul style="list-style-type: none">.Proposal Writing.Word Perfect.Shorthand.Grammar Refresher.CPR/First Aid.Planning for Healthy Living.AIDS Awareness | Fall 1991
Spring 1992
(10 sessions beginning Oct. '91 - June '92) |
| VI. Middle Managers Inservice Courses Including: <ul style="list-style-type: none">.Budget Forecasting/Analyzing.Effective Business & Technical Writing.Problem Solving Techniques.Project Management & Process | March 31, 1992
February 4, 1992
February 1992
March 24, 1992 |

MISCELLANEOUS PROJECTS

- | | |
|--|----------------------------------|
| I. Employee Recognition Banquet | October 18, 1991 |
| II. Secretaries' Day | April 22, 1992 |
| III. Central Office Celebration of
African-American History | February 1992 |
| IV. Superintendent's Breakfast | August 20, 1991 |
| V. Administration of the Professional
Improvement Funds | Ongoing |
| .Nurses | |
| .CASA | |
| .NTU | |
| .AEA | |
| VI. Student Teacher Program | Fall/Spring Semesters |
| .School Tour/Reception | Sept. 24, 1991
Jan. 25, 1992 |
| .Placement Program | Fall 1991/Ongoing
Spring 1992 |

OFFICE OF STAFF DEVELOPMENT
TABLE OF ORGANIZATION

DIRECTOR
MARIE B. GAINES

ASSISTANT DIRECTORS
CHERYL M. HAWK
*ERMELINDA CAPUTO

CURRICULUM SPECIALISTS

Vera P. Allen
Harriett Evans
Janet Goldstein
Prestly Wood, Jr.

RESOURCE TEACHERS

*Carla Bey
*Theresa Mikajlo

SENIOR TRAINING TECHNICIAN

Florence A. Barnes

TRAINING TECHNICIANS

Hannah Stern
Dorothy J. Stoudemire

TRAINING AIDE/TYPIST

Angela L. Harvey

SECRETARIAL ASSISTANT

Mima Batchelor

PRINCIPAL CLERK TYPIST

Constance Closson (PIF)

CLERK TYPIST

Jackqueline R. Green

*Special Projects

OFFICE OF STAFF DEVELOPMENT

MARIE B. GAINES, DIRECTOR

CHERYL M. HAWK, ASSISTANT DIRECTOR

ERMELINDA CAPTUAO, ASSISTANT DIRECTOR

BOOK LIST 1990 - 1991

***EUGENE C. CAMPBELL, EXECUTIVE SUPERINTENDENT
NEWARK BOARD OF EDUCATION***

BOOK LIST

BOOK NAME	SERIAL NUMBERS
Theory into Practice	
Reinforcement	000010
Motivation	000020
Teach for Transfer	000030
Teach for Transfer	000040
Reinforcement	000050
Motivation	000060
Motivation	000061
Teach for Transfer	000070
Retention	000130
Retention	000131
Retention	000132
What Works	
Research about Teaching and Learning	000080
Teach-Practice-Apply	000090
Teach-Practice-Apply	000100
Thinking Skills	
Research and Practice	000110
Thinking with the Whole Brain	000120
Classroom Behavior	000140 - 000140A
School Discipline Guidebook	000150 - 000150A
Discipline with Dignity	000160
Before You Can Discipline	000170
You Can Handle Them All	000180
The Effective Supervisor	
First-Line Management	000190
Mc Carthy Sanitary Supply Inc.	000200
Comprehensive Custodial Training Manual	000210
The A.T.L.A.S.S. Program	
The Application & Teaching of Learning and Study Skills	000220
The A.T.L.A.S.S. Program	000220A
The A.T.L.A.S.S. Program	000220B

B O O K L I S T (cont)

BOOK NAME	SERIAL NUMBERS
Managing To Teach	000230
American Red Cross Standard First Aid and Personal Safety	000240
Teaching Makes a Difference	000250A - 000250F
Madeline Hunter Mastery Teaching Increasing Instructional Effectiveness in Secondary Schools, Colleges and Universities	000260 - 000281
Write Right An English Handbook	000290
Teacher Evaluation: Six Prescriptions for Success	000300
The Trainer's Handbook	000310 - 000310A
The AMA Guide to Effective Training	
Designing Training & Development Systems	000320 - 000320A
Improving School Staffs	000330 - 000330A
Effective Instructional Management	000340 - 000340A
AASA Critical Issues Report Building Morale...Motivating Staff	000350 - 000350A
AASA Critical Issues Report Staff Dismissal	000360 - 000360A
Staff Development: A Handbook of Effective Practices	000370
Instructional Improvement: Audio Tape Critical Attributes of Effective Teaching	000380
How to Teach Grown-Ups Workbook	000390 - 000390B
Duties of First-Line Supervisors	000400
Organization Diagnosis	000410
How to Teach Grown-Ups Administrators Guide, Course Cassettes	000420 - 000420A

BOOK LIST (cont)

BOOK NAME	SERIAL NUMBERS
Beginning-2 Syllogisms	000430
Book A-1 Syllogisms	000440
Book 1 Teachers Manual Mathematical Reasoning	000450
Mind Benders-C3 Deductive Thinking Skills	000460
Relevant Information Inductive Thinking Skills	000470
Reasoning by Analogy Inductive Thinking Skills	000480
Teaching Thinking Through Effective Questioning	000490 - 000490A
Consultant Supervision	000500
Nutrition Education	000510
Diabetes Education	000520
Drug Abuse Education	000530
Alcohol Abuse Education	000540
Stress Management	000550
Physical Fitness Promotion	000560
Smoking Cessation	000570
Classroom Management	000580
Fear in the School	000590
Improving School Discipline	000600
Classroom Management, Using the Decision Point Strategy	000610
Classroom Discipline & Contingency Management	000620
Teaching Strategies Library Trainer's Manual	000630

BOOK LIST (cont)

BOOK NAME	SERIAL NUMBERS
Another Set of Eyes	000640
Another Set of Eyes Trainer's Manual	000650
Open Ended Problems Inductive Thinking Skills	000660
Classroom Quickies Book-3	000670
Thinking About Time Book-3	000680
Figural Mind Benders	000690
Critical Thinking Book-2	000700
Cause and Effect Inductive Thinking Skills	000710
Saying Hello Getting Your Group Started	000720-000720A
Learning From Conflict A Handbook for Trainers & Group Leaders	000730-000730A
Saying Goodbye Ending A Group Experience	000740-000740A
Administrator's Guide to New Programs for Faculty Management and Evaluation	000750 - 000750A
Managing and Resolving Conflict	000760
Communication Skills for Managers	000770
Supervisor's Factomatic	000780
Burnout Assessment Inventory	000790
Burnout Assessment Trainer Guide	000800
Managing Stress for High Performance A Manager's Guide	000810
A Conference and Workshop Planner's Manual	000820

B O O K L I S T (cont)

BOOK NAME	SERIAL NUMBERS
Reading From Educational Leadership: Coaching and Staff Development	000830
Leadership: Examining the Exclusive	000840
Improving Teaching	000850
Using What We Know About Teachers	000860
Strategic Teaching and Learning: Cognitive Instruction in the Content Areas	000870
Discipline with Dignity	000880
Circles of Learning: Cooperation in the Classroom	000890
Helping Teachers Manage Classrooms	000900
The 50 Minute Supervisor	000910
Effective Performance Appraisal	000920
New Employee Orientation	000930
Team Building—An Exercise in Leadership	000940
An Honest Day's Work: Motivating employees To Give Their Best	000950
Technical Presentation Skills	000960
Better Business Writing	000970
Effective Meeting Skills	000980
The Art of Communicating	000990
Attitude: Your Most Priceless Possession	001000
Professional Excellence for Secretaries	001100
Management Training Needs Analysis	001200
Clerical Training Needs Analysis	001300
Leatherman's Training Trilogy	
Assessing Needs	001400A
Facilitation Skills	001400B
Designing Programs	001400C

B O O K L I S T (cont)

BOOK NAME	SERIAL NUMBERS
The Trainer's Professional Development Handbook	001500
Enhancing Adult Motivation to Learn	001600
Successful Training Strategies	001700
The Art and Craft of Course Design #5	001800
Louder and Funnier	001900
Listening: The Forgotten Skill	002000
Effective Presentation Skills	002100
Stress Without Distress: Rx For Burnout	002200
Train-The-Trainer Instructor's Guide	002300
Course Books	002300A
Effective Team Building For Managers	002400-002400A
How to Measure Training Effectiveness	002410-002410A
Loudier & Funnier	002420-002420A
Workplace Basics The Essential Skills Employers Want	002430
Training The Technical Work Force	002450
Training In America	002440
Structured Exercises in Stress Management	
Volume 1	002460
Volume 2	002460A
Volume 3	002460B
Volume 4	002460C
More Games Trainers Play	002470-002470A
Games Trainers Play	002480-002480A

FILE COPY

OFFICE OF STAFF DEVELOPMENT

MARIE B. GAINES, DIRECTOR

CHERYL HAWK, ASSISTANT DIRECTOR

VIDEO LIST 1989 - 1990

*EUGENE C. CAMPBELL, EXECUTIVE SUPERINTENDENT
NEWARK BOARD OF EDUCATION*

VIDEO LIST

<u>VIDEO TAPE NAME</u>	<u>SERIAL NUMBERS</u>
Teaching Makes a Difference	
Tape #1 Introduction	000001
Tape #2 Teaching to the Objective	000002
Tape #3 Motivation	000003
Tape #4	000004
M.O.S.T. Program	
Needs	000004
Competence & Reinforcement	000005
Stimulation	000006
Bill Rose:	
Positive Discipline	000007
Maureen West:	
Classroom Management	000008
Stimulation:	
Continuing Worthwhile Learning	000009
Competence & Reinforcement	
Effective Endings for Effective Learning	000010
Attitudes:	
Positive Judgements to Influence Learning	000011
Disequilibrium:	
Unpredictability and Novel Change in Learning	000012
The Giftedness in all Children	000013
Teaching is an Attitude	000014
Needs:	
The Energy Behind Learning	000015
A.T.L.A.S.S.	
Session #1 Overview	000016
Session #2 The Prep Study System	000017
Session #3 Building the Main Idea	000018
Session #4 Note Taking	000019
Session #5 Mapping	000020
Session #6 Time and Task Management	000021
Session #1 Overview	000016A
Session #2 The Prep Study System	000017A
Session #3 Building the Main Idea	000018A
Session #4 Note Taking	000019A
Session #5 Mapping	000020A
Session #6 Time and Task Management	000021A

VIDEO LIST

<u>VIDEO TAPE NAME</u>	<u>SERIAL NUMBERS</u>
Peering in on Peers	000022
Unlocking Your Potential	000023
Developing Leadership Skills	000024
M.O.S.T. Program	
Attitudes	000025
Time	000026
Disequilibrium	000027
The New Parents and Teachers Guide to Drug Abuse	000028
Change Masters I: Understanding the Theory	000029
Teachers Make a Difference	000030
Managing to Teach #1	000031
Managing to Teach #2	000032
Cultivating Good Teaching Series Tape #2	000033
Cultivating Good Teaching Series Tape #3	000034
'Til Death Do Us Part	000035 - 000035A
Effective Schools Program Module #3-Climate	000036
Cultivating Good Teaching Series Tape #4	000037
ASCD Supervising The Marginal Teacher	000038
Cultivating Good Teaching Series Tape #1	000039
Macmillan Math #1 5-14-86 Manor	000040
Macmillan Math #2 5-14-86 Manor	000041
Custodial Tele-Training School Housekeeping Series	
#1001 Basic of Floor Care Part #1	000042 - 000042A
#1002 Basics of Floor Care Part #2	000043 - 000043A
#1005 Classroom Cleaning	000044 - 000044A
#1006 Institutional Restroom Cleaning	000045 - 000045A
#1007 Basics of Carpet Care	000046 - 000046A
#1013 Custodial Safety	000047 - 000047A

VIDEO LIST

<u>VIDEO TAPE NAME</u>	<u>SERIAL NUMBERS</u>
A Conversation with Dr. Madeline Hunter	000078
"Writing to Read" ets Version (VHS)	000079
"Writing to Read" ets Version (BETA)	000079A
The Expert Teacher, Engage the Learner	000080
The Expert Teacher, Exerts Control Positive Structure	000081
Another Set of Eyes, Practice Tape II	000082
Another Set of Eyes, Conferencing Skills	000083
Another Set of Eyes, Conferencing Skills Practice Tape I	000084
Teaching Strategies Library, Synthesis	000085
Teaching Strategies Library, Involvement	000086
Teaching Strategies Library, Mastery	000087
Teaching Strategies Library, Understanding	000088
Teaching Strategies Library, Overview	000089
A First Grade Science Lesson: What Sinks? What Floats?	000090
A High-Involvement, Third Grade Mathematics Lesson	000091
Triangle Time: A Sixth-Grade Geometry Lesson	000092
Cooperative Learning in the Content Areas: A Conversation with Dr. Robert Slavin	000093
Cooperative Learning: A Conversation with Dr. Robert Slavin	000094
You Do Make a Difference	000095
Catch Them Being Good	000096

**PROFESSIONAL IMPROVEMENT FUND
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CITY ASSOCIATION OF SUPERVISORS AND ADMINISTRATORS

(C.A.S.A.) P.I.F.

COORDINATED BY

Constance Closson

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Emma McGlotten	Vice Principal Broadway Elementary School
Ira Cohen	Department Chairperson West Side High
John Conte	Principal John F. Kennedy School
Dr. Philip Leong	Director Secondary Programs

Applications processed for 1991-92 - 117

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Facility and Service Operations

Phyllis Hardaway
Child Guidance

Marian Anderson
Management and Budget

Melanie Daniels
Math Education Office

Hannah Stern
Office of Staff Development

Nancy Johnson
Office of Staff Development

Constance Closson
Office of Staff Development

Applications processed for 91-92 - 18

**PROFESSIONAL IMPROVEMENT FUND
COMMITTEE**

NURSES

P.I.F.

COORDINATED BY

Constance Closson

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Marie Meadows	Member, RN, West Side-Army
Dorothy Stoudemire	Training Technician, Member Office of Staff Development
Constance M. Closson	Principal Clerk Typist Office of Staff Development

Applications processed for 1991-92 - 50

NEWARK TEACHERS UNION

PIF COMMITTEE MEMBERS

COMMITTEE MEMBERS

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WEEQUAHIC HIGH SCHOOL

MS. WANDA FRIESS
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NEWTON STREET SCHOOL

MR. HOWARD MORTON
MORTON STREET SCHOOL

MR. WILLIE HUTCHERSON
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503 NTU APPLICATIONS

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MS. ESTHER WRIGHT, PRINCIPAL
MAPLE AVENUE

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MR. MOSES COBB, PRINCIPAL
MORTON STREET SCHOOL

386 PROCESSED